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## ABSTRACT

A brief study conducted for the Further Education Unit, Great Britain, defined the competencies associated with educational guidance for adults. The objective was to develop a qualification for educational guidance workers with adults. The project provided an example of applying a competence model to a "higher level" interpersonal field of work. The Unit for the Development of Adult Continuing Education model of educational guidance corresponded broadly to the key factors outlined in the National Association of Educational Guidance Services (NAEGS) code of practice. A number of issues were raised related to the overall National Vocational Qualification (NVQ) system, use of functional analysis, and assessment. Recommendations for further action dealt with training, research, continuing work, close liaison, and completion of the present work. (Eight appendixes follow the 23-page report. Appendix I is a draft list of competence statements for educational guidance for adults. Three work roles are suggested: provide a service offering educational guidance to adults; deliver educational guidance to adults; and provide feedback on clients' requirements to agencies concerned with adults' learning. Units, elements, performance criteria, and notes for assessment are provided for the three work roles. Other appendixes are the competence writing model; NVQ levels; NAEGS code of practice; a policy paper on educational guidance for adults; discussion paper on guidance principles and purposes; and a 43-item reference list.) (YLB)

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UDACE

# **EDUCATIONAL GUIDANCE FOR ADULTS**

*Identifying Competences*

Martin Oakeshott



**UDACE**

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## FOREWORD

This report describes a relatively brief study which attempted to define the competences associated with educational guidance for adults. Part of the impetus for this for UDACE, who conducted the work on behalf of the FEU, arose from a concern to develop a qualification for educational guidance for adults which has been an objective for NAEGS (National Association of Educational Guidance Services) for some time. UDACE also has a particular interest in the development of notions of competence and its assessment in interpersonal and higher level areas. For the FEU, the study was of interest because of our general interest in guidance matters in FE, the increasing importance of adult learners in FE colleges, our interest in curricula associated with competence development and our concern that the development of learner-centred approaches in FE must be associated with the development of adequate guidance. The study of competence in educational guidance has relevance to all of these.

In practice, the context of the enquiry raised interesting issues about competence definition generally. For example, should competences contain explicit or implicit references to equal opportunities issues? Or are they, by their nature, value-free? The report is as interesting for the discussion of these and other issues as it is for its conclusions about specific definitions of guidance competences.

As one of the first attempts to define competences at higher levels, and in the area of personal effectiveness (among others), the report is commended to all interested in guidance and the setting of standards in this field, but also to all in FE interested in the process of definition of competence. And that should be precisely that: all in FE!

Martin Johnson,  
*Principal Officer,  
Further Education Unit.*

# I SUMMARY

## OBJECTIVES

This is the report of a project carried out by the UDA National Educational Guidance Initiative and funded by the Further Education Unit. The work was undertaken by a part-time project officer (Martin Oakeshott) with support from other UDA staff and in consultation with a range of field workers between September 1989 and May 1990.

The objectives for the project (2.4) were to produce:

- a draft list of competences in the educational guidance of adults which would:
  - provide a basis for accrediting such competences, however they were acquired
  - inform the development of flexible learning opportunities for educational guidance workers in a number of professional contexts
- a short report outlining the work done during the project and identifying the particular issues which are raised by writing competence statements in this field.

## RECOMMENDATIONS

The following recommendations for further action arose from the project:

- Training – The draft competence statements in their present form will be of considerable use to those planning training, and should be made widely available. (However, close contact should be maintained between groups who are using them for training, and those developing competence statements further in this field).
- Research – The issues surrounding assessment underline the need for research into the relationship between guidance activities on the part of the guidance worker, and outcomes for guidance clients.
- Continuing work – This is clearly necessary on the definition and assessment of competence in interpersonal fields.
- Close liaison – This should be maintained between the range of agencies now engaged in competence definition in various areas of guidance work to ensure that expertise is shared and maximum use made of common approaches and definitions.
- Completion of the present work – This project has produced a first draft of competence statements in some areas of guidance, and the work needed to develop them further into a full National Vocational Qualification (NVQ) could now be continued. Further work should be done in close consultation with the National Council for Vocational Qualifications (NCVQ) and the Training Agency (now the Training Enterprise and Education Directorate – TEED).

## CONSTRAINTS

This was an exploratory project and the work was constrained by a number of factors:

- Time – in a very short space of time, the project faced the challenge of setting standards in a relatively new area of work.
- Educational guidance is a complex area where competence in interpersonal skills is critical. Previously published work on competence had not addressed such areas and the project was therefore exploring uncharted territory.
- Some competences were not addressed, on the understanding that they were being developed in parallel areas and could be 'imported' from other NVQs still under development (e.g. generic management and reception competences).
- It was not possible or appropriate in this exploratory project to produce a complete set of competence statements, or to address the question of levels of competence.

The draft competence statements are set out in Appendix 1.

## ISSUES

The project identified a number of issues which will need attention in the development of any full NVQs in the guidance field. Some of these issues also have broader implications for competence definition in professional and interpersonal areas.

The work of the NCVQ and TEED in developing a comprehensive national framework of qualifications in vocational fields is progressing rapidly. It is, however, a major enterprise and inevitably techniques and approaches are under constant development. The present project sought to use the most recent techniques available for the work and to take account of guidance produced by the TEED's Qualifications and Standards Branch who were represented on the project steering group.

At the same time, a range of agencies have been developing of competence definitions, assessment approaches and qualifications and this project has identified a number of issues which have also arisen in other work. The report should, therefore, be seen as a contribution to the development of approaches to competence, rather than a definitive statement.

In this context, the following issues seemed of particular concern. They may well be of interest to those concerned with development of competence in areas of professional qualification and in occupational areas with a heavy concentration on interpersonal skills as well as those working in guidance.

### Structural Issues

- The role of the Lead Body – The NCVQ structure proposes that standards for occupational qualifications should be set by employment-led Lead Bodies. In the case of educational guidance there is a very large number of extremely diverse employers and occupational standards are more commonly set by professional organisations than by the employers themselves. The constitution of any lead body in this field should take this into account.
- The process of defining key purposes for educational guidance is particularly difficult because of the variety of agencies offering educational guidance, each with its own balance between educational, vocational and personal guidance.
- The format for the definition of competence developed by the TEED is difficult to apply to the complex pattern of skills and knowledge involved in professional work. It is important to find approaches to this which ensure clear analysis but avoid the distortion of the real competences through oversimplification.
- The division of interpersonal skills into units and elements is particularly difficult. Current guidelines from NCVQ and TEED are not always helpful on the question of acceptable grammatical forms.
- The notion of a 'threshold' level of competence in educational guidance is problematic. It is widely believed that competence in educational guidance develops continuously in the light of experience, and establishing fixed threshold points is difficult. It is important that

the notion of achieving a threshold level of competence should not discourage individuals from seeking to increase their competence.

### **Ethical Issues**

- Good professional practice in educational guidance implies that the individual subscribes to a number of professionally recognised ethical principles. It is not clear how these can most appropriately be incorporated into competence statements.

### **Assessment Issues**

- Approaches to assessment need to recognise the great variety of workplaces in which guidance can be delivered and ensure that individuals can be appropriately assessed, regardless of the nature of their particular working environment. The development of 'range statements' may be particularly important here.
- It is important to ensure that assessment processes adequately recognise the full range of skills deployed in educational guidance. It is critical to ensure that the difficulty of developing appropriate assessment processes does not lead to the assessment only of those things which are easily measured.
- The assessment of outcomes in guidance is problematic for several reasons. Many of the outcomes of guidance are shown only in changes in the client, but the guidance activity itself is only one contributor to such change and results may not be evident for a number of years. Research suggests that the quality of outcome for the guidance client depends critically on the nature of the relationship with the guidance worker and while some of the activities which contribute to this relationship can be assessed, the relationship itself does not lend itself to analysis in outcome terms. Assessment of outcomes of guidance, which implies assessment of clients, is therefore problematic on methodological and ethical grounds.
- Much guidance is provided by teams of workers or through networks. Isolating the contribution of an individual to this for assessment purposes is difficult, and the extent of an individual's involvement is often not within his/her control.
- Guidance workers are expected to draw on a very wide range of knowledge in order to respond to an almost infinite range of needs, and circumstances. The development of assessment procedures which can test both the knowledge base and the ability to apply it in a sufficient range of practical circumstances is difficult.
- The cost implications of such a complex and extensive system of assessment are considerable, especially to finance adequate verification/moderation to ensure the maintenance of standards.

## **2 BACKGROUND TO THE PROJECT**

### **2.1 THE PRESENT PROJECT AROSE FROM A CONCERN TO DEVELOP A QUALIFICATION FOR EDUCATIONAL GUIDANCE WORKERS WITH ADULTS.**

Between 1985 and 1986 UDACE ran five projects on different aspects of educational guidance work with adults. One of these explored the training needs of educational guidance workers (Hawthorn and Wood, *Training Issues in Educational Guidance*, UDACE 1988), taking as its starting point two basic concepts of guidance outlined in *The Challenge of Change* (UDACE, 1986). These are the seven activities of guidance (informing, advising, counselling, assessing, enabling, advocating and feeding back) and the concept of the educational guidance network (consisting of all the agencies which offer one or more of the seven activities).

At this time, the idea of educational guidance for adults was itself unfamiliar to many of the agencies which in theory were on the network, and there were few clear guidelines as to how a network could operate effectively in practice. Training needs at the time of this first project were dominated by awareness-raising, and the solving of organisational problems. Guidance skills were addressed, but mostly in single day, or two-day staff development events, and no attempt was made at a formal inventory of the skills themselves. There were some differences between the work done by staff in separate Educational Guidance Services for Adults, and that done by staff in the network, but there were more similarities; although there was some ambivalence about the need for formal qualifications among some workers in both contexts, others expressed an urgent need for accreditation of their skills.

### **2.2 RELEVANT QUALIFICATIONS**

Staff in the network have a number of different professional qualifications (including those held by careers officers and librarians) or formal training (including Citizens' Advice Bureau workers). No one of these covers all the skills of educational guidance work with adults. Some, such as the Diploma in Careers Guidance (DipCG), cover many which are centrally relevant; but educational guidance workers who are former careers officers are conscious of many skills which are needed in their new work and which did not form part of their training. The DipCG has since been revised, and does now include some elements which relate to work with adults, but, quite reasonably, within the framework of the Careers Service.

The National Association of Educational Guidance Services for Adults (NAEGS) offers staff development of a kind similar to that organised by the original UDACE project. So too did regional REPLAN staff development programmes. By 1986 NAEGS members and REPLAN staff were expressing a strong demand for a qualification which did cover the particular combination of philosophy, skills and knowledge of staff in their organisations. In October 1986, at a joint conference, they called for a qualification which could be gained on a modular, part-time basis, with a strong commitment to the accreditation of prior learning. In this way careers officers, librarians, teachers, lecturers or counsellors could extend their training according to their particular gaps, but new recruits could study the full range of topics within a single course.

Validating bodies, and the NCVQ, were represented at the conference and expressed interest, but drew attention to the need for any new qualification to be based on an analysis of the competences involved. Accreditation (including the accreditation of prior learning) and certification could then follow.

The increased interest of local education authorities, stimulated by a new Educational Support Grant category in 1989-90, added weight to the demand for a distinct qualification; it also drew attention to the need not just for qualifications, but for a framework for a coherent programme of in-service training for guidance staff. By this time, NAEGS members were beginning to organise longer courses in guidance at a local network level, all covering similar ground, but all defining independently the essential skills for new staff. They were increasingly aware that skills training was not adequately covered even by these extended local programmes but they had no central guidelines on appropriate levels of skill for different guidance roles.

The National Educational Guidance Initiative was established within UDACE in 1988. On the basis of suggestions from NAEGS, a proposal for the present project was drawn up, as its first activity in the area of training. This was submitted to the FEU and agreed in 1989.

## **2.3 DEVELOPMENTS SINCE THE FORMULATION OF THE PROJECT PROPOSAL**

**2.3.1 SCAGES.** During 1989, independently of this project, the Standing Conference of Associations for Guidance in Educational Settings (SCAGES) was convened, chaired jointly by UDACE and the National Institute for Careers Education and Counselling (NICEC) to explore the areas of overlap between its member associations, with a view to clarifying the possibilities for common accreditation of skills.

**2.3.2 NVQs.** At the time the project started, the work of the NCVQ was well advanced. A number of Lead Industry Bodies had been established, and a range of qualifications approved by them, mostly in practical, craft-based industries at levels 2 and 3. Although some training programmes existed in the area of guidance which used syllabuses derived from competence analysis along NVQ lines, there was no appropriate Lead Body to approve them (one reason for this is the wide diversity of contexts in which guidance staff are employed). There was therefore no approved precedent for the formal analysis of skills in this complex interpersonal area of work.

**2.3.3 TEED.** The Qualifications and Standards Branch of TEED (formerly the Training Agency) expressed interest in the issues raised by the project for two reasons. Firstly, guidance competences are likely to form a part of many other professional qualifications, just as other competence clusters enter into educational guidance work with adults. Secondly, many guidance competences fall above level 4 of the NCVQ system, and there is now some interest in how suitable functional analysis is for work at this level.

During 1989, the Psychology Branch and the Learning Systems and Access Branch of TEED together conducted a Review of Advice and Guidance within TEED programmes. The report has not been published, but work has been commissioned on the basis of it which will explore the relationship between guidance activities and client outcomes, linking in closely with the approach adopted for this project.

**2.3.4 UDACE.** Since the project proposal was first drafted by the National Educational Guidance Initiative, UDACE has expanded its work in the area of assessment of competence; it has published a discussion document called *Understanding Competence*, and is undertaking a major project on learning outcomes. It is also working with a range of agencies offering training and consultancy on competence definition.

Full details are given in Appendix 4.

#### 2.4.1 The aims of the project were:

- to attempt to define the competences in educational guidance for adults;
- to explore the issues which are raised by this process.

In line with the underlying interests outlined above, the projected outcomes were

- a draft list of competences in the educational guidance of adults which would:
  - provide a basis for accrediting such competences, however they were acquired;
  - inform the development of flexible learning opportunities for educational guidance workers in a number of professional contexts;
- a short report outlining the work done during the project, and identifying the particular issues which are raised by writing competence statements in this field.

**2.4.2 Scope.** The project was funded for forty days' work. It was agreed that the task of the Project Officer should be limited to the analysis of the competences used by staff working in educational guidance services for adults. These could then be used as the basis for comparison between their work and the work of staff offering educational guidance to adults in other parts of the network, such as in careers services, colleges and TEED programmes.

**2.4.3 Key terms.** Throughout this report, the term 'client' refers to an individual who seeks educational guidance from an educational guidance service for adults (it is not used to refer to an agency which may be helped by that service).

The term 'adult' is more complex. It refers to people who have left full-time education, so all are over 16. However, the Careers Service provides guidance to young people up to the age of 19, and to people over that age while they are at college and for two years afterwards. Guidance is available to students in Higher Education through careers services attached to the institution. Anyone who approaches an Educational Guidance Service for Adults (EGSA) who comes under the responsibility of a careers service will be referred to it in the first instance. Most clients of EGSAs are therefore over 19, although some between 16 and 19 return to the EGSA.

The issue of whether the competences of guidance for people over the age of 19 is different from those for people under 19, or indeed under 16, can be explored in the light of the analysis in the project itself.

## 3 EDUCATIONAL GUIDANCE: SOME POINTS OF EMPHASIS

### 3.1

#### A MODEL OF THE PROCESS

The UDAE model of educational guidance has been developed through consultation and research involving practitioners, and is documented in a series of publications following *The Challenge of Change*. This model corresponds broadly to the key factors outlined in the NAEGS code of practice (Appendix 5), and overlaps in many respects the model of vocational guidance set out in the DipCG core objectives (LGTB 1988). Educational guidance is seen as a process enabling adults to identify their goals, make decisions about their learning requirements, and pursue strategies for implementing their decisions. Learning requirements are interpreted in a wide sense, to include employment, social and personal requirements. Educational Guidance can take place in a number of settings and can include work with groups as well as individual interviews.

**3.1.1 Learning outcomes for individual clients.** The model sees the educational guidance process itself as a process of learning, during which the client is enabled to increase their knowledge and self-awareness and acquire a number of skills.

It is possible to see the central function of educational guidance, providing guidance to individuals and groups, as a process with distinct stages, but it would be a mistake to see it as a simple linear process. It may take place over a considerable period of time and there may be interruptions and setbacks. Individuals may seek help from an educational guidance service for part or all of the process. And while it is possible to specify outcomes from the process, it must be understood that these outcomes may unfold gradually – a client may not know for several years whether the decision they took was a good one.

Outcomes of the educational guidance process for individual adults are seen in broad terms and may include:

- improvements in personal skills, abilities and qualities, such as
  - self-awareness, self-esteem and confidence
  - self-assessment, including the ability to identify learning requirements and interests
  - goal setting and decision making
  - action planning and implementation
  - communication skills
- knowledge and understanding, such as
  - learning opportunities
  - career options
- decisions and action, such as
  - accreditation of prior learning
  - taking up learning opportunities (leading to further learning outcomes including educational qualifications)
  - gaining promotion or changing occupation
  - involvement in social or community activities

- other personal priorities, e.g. housing, finance, immigration status, family and other significant relationships

These learning outcomes from guidance have been summarised, and grouped somewhat differently (Law and Watts, 1977), for a different purpose, as opportunity awareness, self awareness, decision-making skills and transition skills. The learning outcomes of guidance have been analysed in more detail, competence style, again in the somewhat different context of career development (NOICC 1989, LET 1990).

**3.1.2 Equal opportunities.** Educational guidance services for adults recognise the existence of inequality of opportunities and inequity of outcomes in the education and training systems and in employment. They therefore give a special emphasis to enabling adults to overcome barriers deterring them from taking up and succeeding in learning opportunities, rather than simply 'sign-posting' (referring clients to available opportunities).

Access to educational guidance itself, for client groups under-represented in current learning opportunities, is a key issue, and effective outreach strategies are regarded as an important part of good practice.

**3.1.3 Feedback.** UDAE stresses that educational guidance has two equally important aims; besides offering guidance to individuals, guidance services must also feedback information about the learning requirements and experiences of their clients to providers of education and training and other agencies concerned with adults' learning. In this way relevant and accessible learning opportunities can be developed and adult learners can gain more control over learning resources.

**3.1.4 The network.** The demand for guidance before, during and after take up of learning opportunities is considerable. It is clearly beyond the scope of any one agency to cater for this demand and educational guidance is seen as a collaborative activity involving different agencies. The fact that good guidance demands collaboration between a number of professionals raises issues about measuring the competence of any one member of the network.

## 3.2

### UDAE: EDUCATIONAL GUIDANCE ACTIVITIES

UDAE has identified seven activities of educational guidance – informing, advising, counselling, assessing, enabling, advocating and feeding back – which have become widely known in educational guidance practice. Two additional activities have been identified by SCAGES – teaching and networking. Although the identification of these key activities has been useful in describing the work, it has not been possible to use the activities to provide a structure for or identifying competences in educational guidance. While some of the activities such as networking (Appendix 1, 1.5) and feeding back (3.1), form individual units, others, such as counselling and assessing, cannot be separated from the guidance process in this way.

## 3.3

### COUNSELLING APPROACHES

The many different approaches to counselling are sometimes grouped into three broad categories – psychodynamic, humanistic and behavioural. Counselling training programmes differ in how they incorporate these different approaches. While all three approaches would agree that an aim of counselling is to enable the client to take responsibility for their lives, they would differ in response to the question of how to go about this, particularly the question of how to deal with power issues between the counsellor and the client. The question is sometimes posed as a continuum between 'directive' and 'client-centred'.

Educational guidance practitioners need to be clear about approaches particularly when working with clients who are seeking advice ('tell me what to do') or whose self-assessment conflicts with the guidance worker's assessment (e.g. 'unrealistic expectations').

The present list of competences recognises the importance of counselling within the educational guidance process and uses an eclectic model based on the work of Gilmore, Egan and Inskipp which combine aspects of the humanistic and behavioural approaches emphasising the importance of the relationship between the guidance worker and the client. However, in functional analysis, competences are assessed primarily by behaviour; this difference in approach leads to some of the difficulties in using the competence model described in the next section.

## 4 ISSUES RAISED DURING THE PROJECT

This section looks at the achievements of the project and issues raised in relation to:

- the NVQ approach as a whole
- the functional analysis method of deriving competence statements

### 4.1

### THE NVQ APPROACH

The potential benefits of the NVQ approach have been recognised in a UDACE development paper (*Understanding Competence*, 1989). It offers a flexible unit-based system of vocational education and training which enables individuals to gain access to accreditation. It is a criterion-referenced system which sets out publicly recognisable standards on which assessment is based. The paper argues that the emphasis on outcomes is helpful provided that outcomes are seen as a broad measure of what has been achieved, including social and personal outcomes, as well as the work-related ones, which result from the learning process.

Government commitment and allocation of resources to the development of the NVQ system has meant that the approach must be seen as the major initiative shaping vocational education and accreditation at this time. However the NVQ system is still evolving, particularly at the higher levels, and one benefit of projects such as this is that it may be possible to influence that evolution. There were a number of issues raised during this project which related to the overall NVQ system.

The NVQ approach involves a substantial rethinking for those curriculum designers who are used to approaches based on aims and objectives, and which focus on methods and processes rather than outcomes. The issues below reflect both the difficulty in adapting to a new approach and also problems arising from the attempt to apply the NVQ approach to a context in which the key material is complex human interaction.

**4.1.1 The role of Lead Bodies in setting occupational standards.** The competence writing process involves establishing agreed standards of performance in the field to provide a common language for practitioners. This process has been seen in most cases as the responsibility of Lead Bodies and can take a considerable time to complete (as long as two years in some cases). In the field of educational guidance there is no Lead Body and no formal standards have been established. At the time of this project most of the NVQ work had been concentrated at levels 1-4 (see Appendix 4), and the majority of examples of competence writing were in technical or manufacturing fields, so that there were very few descriptions of interpersonal activities for the project to draw on.

The project was therefore breaking new ground in a number of ways. In a very short period it has sought to produce a list of competences for educational guidance, and in the process to set standards for the field, which are sufficiently developed to form the basis for a debate among practitioners, professional bodies and agencies such as UDACE. The debate will need to encompass not only the relevance and accuracy of the competences but also the next steps – the possibility and desirability of developing training programmes based on competences and of negotiating NVQ recognition.

It is encouraging to learn that TEED and NCVQ are considering an alternative forum for co-ordinating the work of competence writing for higher level NVQs where employer-led Lead Bodies are not appropriate. This is the case in the field of educational guidance, where there is great variation in employment and funding arrangements and where the involvement of professional associations is crucial. This is exemplified by the fact that the present work is based on source material drawn largely from the professional associations also represented on the Project Steering Committee (NAEGS, and the Institute of Careers Officers, ICO), as well as development work and research conducted by a national development agency (UDACE).

**4.1.2 Levels of competence.** As the project did not extend to the stage of negotiating with NCVQ, the question of the level of competences of educational guidance within the NVQ framework was not considered in detail. Practitioners were concerned that educational guidance should be seen as belonging at the higher end of the scale (see Appendix 4 for definitions of NVQ levels). It appears that NCVQ are in the process of revising the framework.

**4.1.3 Use of generic competences.** It was also suggested by the Steering Committee that units could be 'imported' from existing NVQs to cover those areas of work within educational guidance services outside the existing list of competences (e.g. administration, reception, generic groupwork skills and possibly management functions). Equally, units from other NVQs could be combined with relevant units taken from the NVQ in educational guidance to provide accreditation.

**4.1.4 NVQs and professional skills.** The NVQ system is primarily concerned with setting vocational standards. Its resources and status depend on its potential contribution to improving the skills and adaptability of the work force in order to improve the national economy in relation to competitors. As such it can be argued that educational guidance has a valuable contribution to make. It might seem to follow that the same structured analysis of competence should apply to educational guidance as to any other area of work.

However, as the NVQ system expands from the lower levels into 'professional' areas of work, and as at the same time there are moves to link with and penetrate academic further and higher education, the structures and underlying philosophy of NVQs will need to be monitored to see whether such a system can adequately address broad educational aims. In the context of this project reservations were expressed by practitioners that educational guidance may be given a too narrow or functional interpretation. Instead it was felt that educational guidance should be seen as a process enabling learning within a definition of education that is concerned with developing all aspects of a person's life.

**4.1.5 Thresholds.** Concern was also expressed that the NVQ approach is a threshold system of assessment, providing a snapshot of competence at a particular time (competent/not yet competent). It is not designed to take into account the concept of progression and development of the guidance worker's competence through experience (which according to counselling research is a key factor in determining effective outcomes for clients).

**4.1.6 The influence of workplace resources on standards.** The Steering Committee discussed the question of the level of standards defined in the competence statements. If these were seen as minimum standards this would carry a pejorative meaning and not, paradoxically, offer the intended assurance of quality.

On the other hand if standards were set too high there was a risk that not all employees would have access to accreditation because their workplaces might not be sufficiently resourced to carry out the functions necessary for the individual to provide evidence of competence. Clearly the danger here is that the standards may become a lowest common denominator and the level of competence will be determined by the most restricted working practice.

The Steering Committee decided that the present list of competences should attempt to reflect the best practice within educational guidance services for adults. Its application to educational guidance in other settings will anyway require further consultation and debate.

It may be helpful to separate the issue of occupational standards – what it is that we are trying to define – from that of assessment. Although the primacy of the workplace assessment is stressed in NCVQ literature, clearly there is a problem when workplace practices differ widely. However, there is also in the literature a commitment to provide access to accreditation which could be interpreted to allow guidance workers to have alternative methods of assessment where their workplace situation prevents assessment in particular competences.

**4.1.7 Professional growth.** Another issue raised was that by relying on standards of competence in the workplace, the NVQ approach focuses on skills required at the present time, and despite the emphasis on transferable skills, the limitations imposed by workplace assessment may mean that future training needs are not addressed.

**4.1.8 NVQs and other assessment schemes.** A further concern was the relationship between NVQ and other assessment schemes, for example those developed by Open College Networks (UDACE, 1989). In some parts of the country there are close links between guidance services and Open College Networks, and some guidance training has now been accredited by such schemes. This is part of a wider issue about how NVQs should be seen in comparison to other qualifications.

**4.1.9 Status of advice from consultants.** From our experience of the competence writing process it is clear that there is likely to be tension between the practitioners' description of competence and the advice given by consultants as to what is acceptable within NCVQ and TEED terms. The present draft attempts to reflect practitioners' concerns, but the decision as to whether it should be redrafted, to meet all the requirements of the NVQ model as explained by our consultants, has still to be taken. As the project did not proceed to the stage of negotiation with the NCVQ, it was not possible to determine how much room for negotiation there is in the process of gaining accreditation.

## 4.2

## THE FUNCTIONAL ANALYSIS METHOD

The method of deriving competence statements within an occupational area, known as functional analysis, is described in Appendix 2. The use of functional analysis in this project raised several issues.

**4.2.1 Occupational Boundaries and Key Purposes.** Educational guidance takes place in a number of different settings. These include educational guidance services for adults independent of educational institutions. In addition to these distinct services there are many staff working within education and training institutions, including the voluntary sector, who offer educational guidance as part of their work. This diversity is in itself a strength and it has much to gain from establishing agreement about competences. But it presents problems of its own. Whose definition of educational guidance do we choose? Can we talk about a 'service' as though there was a unitary model? Should we omit the word 'educational' and talk about adult guidance to include those aspects of personal and vocational guidance relevant to the educational guidance process? Is the defining characteristic of educational guidance its intention to address the inequity of opportunities and outcomes in education and training?

The boundaries between educational, personal and vocational guidance are not always clear, partly because of the indivisible nature of the guidance process itself but also because there are in practice very few guidance services available to adults and adequate referral systems in many cases do not exist. For the purpose of this project it was agreed that while the main focus of educational guidance is on choices relating to learning, there is overlap with other guidance fields, e.g. vocational guidance, welfare advice services, counselling and psychotherapy. The list of competences is based on practice within services specifically set up to provide educational guidance to adults, and this is particularly reflected in the Key Purposes. It is hoped that this study will start to provide a common language so that the shared ground and the boundaries between the different areas of work become clearer.

**4.2.2 Values and professional ethics.** One set of issues debated during the project concerned the appropriateness of expressing values within the competence model. While it was clearly acceptable to have implicit values which everyone could agree on, such as the value of providing educational guidance, several questions emerged where the issue was more complicated, as in the case of equal opportunities.

At one level the debate concerned the relevance of ethical issues to competence – in order to perform competently was it necessary to expect the guidance worker to hold certain values, or at least to be aware of possible positions that s/he could take up along an ethical spectrum? Should competences be expressed in a neutral language acceptable in all territories? What were the implications of separating competence from ethics in this field compared to, say, medicine (the kidney donor scandal was fresh in our minds)? (See Appendices 5,6,7 for the approach of professional associations to their respective professional ethics).

The Steering Committee agreed that the definition of competence should not exclude values, and that the language of competences could not be neutral. There remained questions about the treatment of equal opportunities issues within the list of competences. On the one hand it was felt that unless equal opportunities issues (e.g. access, targeting specific client groups) were made explicit they would be disregarded. If positive strategies for addressing inequalities were not included, it would be possible to be a competent educational guidance worker and operate in a racist way, by conniving with implicitly racist admissions procedures for example. On the other hand the view was expressed that a strong enough argument can be used for the educational guidance requirements of all adults, and that by emphasising particular client groups some of the target audience we are seeking to reach in the wider field of guidance will see the description of competence as imposing values upon them and reject it, thereby leaving educational guidance marginalised.

It was agreed that positive strategies for addressing equal opportunities and equity of outcomes should be included – but at what point should they be written into the model? If they were too far down the model (e.g. at the level of assessment guidelines) would this not imply that they were something to do with the manner in which the competence was demonstrated, but not inherent to competence itself?

In view of the importance attached to this issue by educational guidance practitioners it was decided to include equal opportunities issues within the key purposes and to include a separate element and performance criteria (Unit 2.1.2), as well as building in the issues at the assessment level.

**4.2.3 Technical difficulties: size of units.** One of the greatest difficulties in competence writing is deciding where to draw the boundaries of units and elements. Functional analysis is a step-by-step approach which does not lend itself easily to the apparently seamless activity of educational guidance.

There was concern among practitioners that the guidance process would be simplified and thus undervalued. This led to writing competences in great detail to make sure that no part of the process was left out. Even so, it was felt that quantity in competence writing did not ensure quality.

After several revisions all the elements of competence in Work Role 2 (delivering educational guidance to individuals and groups) were put into one unit (Unit 2.1). Although this unit is very large, containing 14 elements, previous attempts to divide the elements into separate units, for example on the basis of stages within the educational guidance process, were unsatisfactory. There were several activities, e.g. counselling, client self-assessment, evaluation, which were part of every stage. Even after these revisions there are performance criteria within this unit which in some cases seem too wide (e.g. 2.1.5). According to the competence guidelines units do not have to be of equal size, complexity or weight. However, there is a danger that if units are too large or complex they will present a barrier to achievement, as a unit is the smallest part of the NVQ model which can be accredited separately.

The list of competences is intended to include all the elements that are essential to be competent to work with any client. This should not imply that all elements should apply with every client. Part of the skill of guidance is to choose what parts of the process are appropriate when working with each individual.

**4.2.4 Technical difficulties: language.** Another issue concerned the language used in writing competences. The model is unfamiliar and requires new ways of looking at material. There was at first a tendency to dwell on surface language structures to the detriment of meaning (e.g. a misconception that passive constructions are somehow more concrete in outcome terms than active constructions with the same meaning). There was also some ambiguity in the TEED guidelines (e.g. using both infinitives and present participles for unit titles). There remains in the present list of competences a tension between the language which seems to be preferred by TEED/NCVQ and language which is acceptable to practitioners. What is the most acceptable word to use for guidance activity with clients – help, assist, encourage, enable? And can we bear to read it 80 times? The issue of appropriate language would no doubt become clearer during the stage of direct negotiation with NCVQ.

**4.2.5 Assessment: knowledge and understanding.** Another major difficulty has been the question of how to incorporate knowledge, understanding and awareness within the competence model. Effective educational guidance work often depends on the guidance worker possessing these qualities: for example, a knowledge of learning opportunities, an understanding of how barriers to access can obstruct the requirements of adult learners, and awareness of the socio-economic context in which their clients live. The significance of knowledge and understanding underpinning competence is recognised at a theoretical level in the competences literature, but ways of writing such intangible outcomes into the units, elements and performance criteria of the model are not yet clear. Consequently in some places the guidance worker's knowledge, understanding and awareness has been included at the level of assessment guidelines but at the risk that their importance may be underestimated.

**4.2.6 Assessment: outcomes.** The most significant concept in the NVQ model is that competences are expressed as outcomes rather than methods or processes. Competences of working with people are more difficult to measure in outcome terms than competences in fields where there is a product or service which can easily be identified or quantified. The attempt to identify the outcomes of educational guidance has been a useful exercise in that it has led to a re-examination and clarification of educational guidance practice. The key question for this project is how adequate the NVQ model is in describing competence within a field where the central feature is an interpersonal relationship.

There is a fundamental tension in the functional analysis process: on the one hand it is a top-down inclusive and reiterative approach, asking what needs to be achieved at each stage to define competence (based on standards) in the occupation; on the other hand it is assessment driven – not only do we need to express the competence in terms of outcomes, but also they must be outcomes that are readily assessable. This raises several issues.

The first concern is that because of the difficulty of assessing outcomes in this field, the definition of competences might be redrawn to accommodate what can easily be measured, e.g. information given to clients, numbers of clients referred to education and training provision, records filled in, etc. Clearly this would be unacceptable both to practitioners and to the NCVQ.

Another question is – what do we mean by outcomes in this case? They presumably refer to the outcomes of the work of the guidance worker. As the educational guidance process is a learning process, these outcomes are in fact mainly changes experienced by the client. The guidance worker is helping/encouraging/enabling, etc. The evidence for measuring the outcome is in a sense in the client. It follows that client evaluation could be an important part of the assessment. But if client evaluation were to be included as a matter of course what would be the cost implications? And how would it be possible to counteract the subjective variables which might distort the individual guidance worker's assessment, e.g. the particular client(s) may be grateful that any service exists at all, or may be angry to find themselves

confronted by barriers to access which the guidance worker has brought to their attention.

The answer to this problem may lie in separating research from assessment. If there were a substantial body of knowledge derived from research into the effectiveness of educational guidance, which examined client expectations and outcomes, then we would be in a better position to define and assess the effectiveness of the guidance worker.

**4.2.7 Assessment: the guidance relationship.** Any assessment system will have to address the fact that at the core of the educational guidance process (Unit 2.1) there is a relationship between the guidance worker and the client. Research from the field of counselling suggests that this relationship is the most significant factor in enabling the client to change. This would seem to be valid also for educational guidance, in which counselling plays an important part. A relationship is a process rather than an outcome or series of outcomes. The guidance worker brings to the relationship the qualities of empathy, understanding and congruence. Clearly it is not sufficient to say that this process can be omitted (if that is the case, we could omit most of the guidance process and concentrate only on final outcomes). If the model is to work, we have to take the process apart and define intermediary outcomes – outcomes which occur along the way. An attempt has been made to define the essential characteristics of establishing and maintaining a relationship in competence terms (see Unit 2.1.2) but it is still doubtful whether the method is adequate for the material in this case.

Assessment of the guidance worker in Work Role 2 will require the assessor to isolate key performance criteria from a whole process (the guidance activity in an interview or series of interviews). This has implications in writing performance criteria (will they be adequate to define competence?) and in methods of assessment (if there are too many performance criteria the assessment will be unmanageable). If the assessment is to go beyond a simplified lowest common denominator level, it will require evidence drawn from a range of experiences and probably in a variety of modes (e.g. direct observation, tape/video, simulation, oral/written questioning).

This also raises the ethical issue of confidentiality when assessing guidance workers if direct observation or taped/video/written cases are used.

**4.2.8 Assessment: teams and networks.** Work Roles 1 and 3 present different problems. In certain units, e.g. networking (1.5) and feedback (3.1) it has been difficult to separate the work of the individual from that of the educational guidance service as a whole.

A related difficulty is that these activities are collaborative and so effective outcomes (e.g. the setting up of a mechanism for feedback) cannot necessarily be achieved through the work of the individual guidance worker however competent, but may depend on the input of other organisations. In such cases it is particularly important that assessment methods look not only at the workplace practice (i.e. what the worker has done or attempted to do) but also at what s/he would do in different circumstances – e.g. if an existing obstacle was removed or indeed with the addition of hypothetical problems.

**4.2.9 Assessment: moderation and resourcing.** It is clear that any kind of assessment of competence in this field, even though we could refine and add to the assessment guidelines, will in the end depend on value judgments of individual assessors. In order for the system to be credible across the field there will need to be an adequate system of moderation ('verification' in NCVQ terminology) to ensure the validity and reliability of assessments.

A reliable assessment system which does justice to the work of educational guidance will require adequate resourcing, not least in terms of training and deployment of assessors. It is not clear at present what level of resourcing would be adequate or how such an investment would be achieved.

## 5 CONCLUSIONS

### 5.1

The project achieved both aims, of drafting a set of competence statements for educational guidance work with adults and reporting on the issues raised by the exercise. It has also provided an example of applying the competence model to a 'higher level' interpersonal field of work which should prove useful to other groups embarking on a similar exercise.

The project also proved to be an extremely interesting exercise in its own right. The discipline of defining guidance work in terms of NCVQ competences produced useful insights into many aspects of the work and challenged many previously unexplored assumptions. It has also drawn together information from practitioners and previous research, in some cases for the first time, to provide a description and clarification of the work.

### 5.2

#### THE WAY FORWARD

One of its more important contributions is in clarifying a number of ways in which the work can be taken forward.

**5.2.1 Training.** The draft list of competences, together with the assessment guidelines, can form the basis for planning training programmes in a range of contexts. As long as close contact is maintained with the other possible developments outlined below, there is no reason why accreditation schemes could not be piloted on the basis of this draft.

**5.2.2 Research: outcomes for clients.** Outcomes in educational guidance work are complex because the outcome of the work is not an easily quantifiable product or service, but consists of change within and for the client. The outcomes of the guidance work become the outcomes for the client. And these outcomes are seen in broad terms, not simply a place on a course, but a range of skills, knowledge and actions which occur in many cases over a long period of time.

The focus on outcomes has highlighted the need to provide research into the effectiveness of educational guidance by looking at client outcomes. Some of this research has already been done, e.g. by educational guidance services, and these findings need to be gathered together. There is also scope for further research in this area. Competence statements could form the hypotheses on which this research is based.

**5.2.3 The need to find other ways to assess competence in inter-personal fields.** Educational guidance work is in key respects a series of interpersonal processes, including networking and feedback as well as guidance work with individuals and groups. In work with individuals the relationship between the guidance worker and client is central to the effectiveness of the process. This needs to be reflected in the definitions of competence and taken into account when assessment methods are decided. It is clear from this study that the functional analysis method of deriving competence statements has limitations. Further work needs to be done to examine alternative methods or devise new methods of assessing competence in fields where interpersonal processes are central.

**5.2.4 The need to consider assessment in contexts where outcomes are measured in institutional change.** In those educational guidance activities which involve collaboration between different agencies, and which are intended to achieve institutional change, e.g. networking, feedback and certain management functions, it is not only difficult to distinguish the work of the individual from that of the organisation and the outcomes of the work may depend on the efforts of other agencies, thus opening up another dimension to the business of assessment.

**5.2.5 Liaison with parallel projects and others in the guidance field.** Colleagues in other branches of guidance are about to begin work on defining the competences of their own fields. It is important to work with them, and with colleagues in educational guidance and in other related fields, to share what we have learnt about the process and to determine where there is common ground between different traditions. This will no doubt reopen the debate over the definition of the key purposes, the inclusion of explicit values, such as equal opportunities, and the question of minimum standards.

**5.2.6 Completion of the definition of competences in educational guidance for adults.** It would now be possible to complete this list of competences and expand the assessment guidelines to suggest methods of assessment. Before going further, it is important to enter into negotiation with NCVQ to explore what changes would need to be made in order to achieve accreditation. It would then be possible to complete the work started by this project; by continuing to work closely with practitioners, and bearing in mind the limitations imposed by the functional analysis method, it would be possible to convert this draft into the system for accreditation which motivated the project from the start.

# **APPENDIX I**

## **EDUCATIONAL GUIDANCE FOR ADULTS: DRAFT LIST OF COMPETENCE STATEMENTS**

|                                                                                |    |
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## KEY PURPOSES OF EDUCATIONAL GUIDANCE

### Guidance to Individuals and Groups

To provide an educational guidance service accessible to potential adult learners, including those who have benefited least from existing education and training, which will enable them to:

- identify their learning requirements and interests
- make decisions appropriate to their requirements
- pursue strategies to meet these requirements in relation to opportunities available or negotiable
- evaluate their own learning and decision making processes

### Feedback to Agencies concerned with Adults' Learning

To provide information and advice to agencies concerned with adults' learning, on the unmet and inappropriately met requirements of adults, in order to encourage the development of a range of learning opportunities relevant and accessible to all adults.

## WORK ROLES

- 1 To provide a service offering educational guidance to adults.
- 2 To deliver educational guidance to adults.
- 3 To provide feedback on clients' requirements to agencies concerned with adults' learning.

Work role 1 covers the functions of co-ordinating the service, including resources and staffing, and also covers marketing and outreach, networking and providing an information system.

The work roles and units of competence do not include administration, reception (except where this role overlaps with the guidance role Unit 2.1.1) or training of educational guidance staff (apart from staff development in other agencies which is covered under Unit 3.1.5).

In Work Role 1, the units describing networking and providing an information system are written in competence format; the other areas are in outline only.

NOTES FOR ASSESSMENT: These contain explanatory and contextual information and in some cases suggestions for assessment. They would need more detailed work to identify assessment methods if the competence statements were submitted for accreditation.

## OUTLINE LIST OF UNIT AND ELEMENT TITLES

**Work Role 1: To provide a service offering educational guidance to adults**

**Unit 1.1 Policy and planning**

**Unit 1.2 Managing resources: finance, premises, equipment**

**Unit 1.3 Managing a staff team**

**Unit 1.4 Outreach and publicity**

**Unit 1.5 Establish and maintain a local educational guidance network with other agencies**

**Element 1.5.1 Facilitate the development of educational guidance among network agencies**

- Element 1.5.2 Support network members to obtain adequate resources for the development of the network functions
- Element 1.5.3 Set up and maintain client referral procedures with other agencies
- Element 1.5.4 Disseminate information among the network members
- Element 1.5.5 Evaluate the network functions

#### **Unit 1.6 Establish and maintain an information system for educational guidance**

- Element 1.6.1 Identify the information requirements of the educational guidance service
- Element 1.6.2 Design and install an information system capable of processing the information required
- Element 1.6.3 Obtain information from external sources to meet the service requirements
- Element 1.6.4 Input, retrieve and present information by the service
- Element 1.6.5 Monitor and evaluate the information system

#### **Unit 1.7 Monitoring and evaluating the service**

### **Work role 2: To deliver educational guidance to adults**

- Unit 2.1 To deliver educational guidance to adults
  - Element 2.1.1 Initiate the educational guidance process
  - Element 2.1.2 Make a positive contribution to equal opportunities policy and practice within the guidance service
  - Element 2.1.3 Establish a contract for guidance with the client
  - Element 2.1.4 Refer the client to another agency
  - Element 2.1.5 Assist the client to identify his or her learning requirements and interests
  - Element 2.1.6 Provide information in response to the client's requirements
  - Element 2.1.7 Assist the client to make decisions in relation to his or her requirements
  - Element 2.1.8 Assist the client to prepare a plan of action
  - Element 2.1.9 Assist the client to implement the plan and achieve his or her goals
  - Element 2.1.10 Act as an advocate on the client's behalf to overcome barriers which prevent access to opportunities setting
  - Element 2.1.11 Deliver educational guidance to adults in a group setting
  - Element 2.1.12 Facilitate the client's evaluation of the guidance received
  - Element 2.1.13 Keep records of the guidance provided
  - Element 2.1.14 Evaluate their own guidance work and identify ways to improve performance within the guidance team

### **Work role 3: To provide feedback on clients' requirements to agencies concerned with adults' learning**

- Unit 3.1 To provide feedback on clients' learning requirements to agencies concerned with adults learning
  - Element 3.1.1 Devise a strategy to feed back the clients' requirements to agencies concerned with adult learning
  - Element 3.1.2 Identify issues requiring feedback and obtain evidence for feedback

- Element 3.1.3 Establish a range of mechanisms for feedback to agencies
- Element 3.1.4 Feed back information on clients' requirements
- Element 3.1.5 Respond to requests from agencies for advice about the development of learning opportunities and assistance with staff development
- Element 3.1.6 Evaluate the feedback activities of the guidance service

## **WORK ROLE 1 TO PROVIDE A SERVICE OFFERING EDUCATIONAL GUIDANCE TO ADULTS**

### **UNIT 1.1 POLICY AND PLANNING**

### **UNIT 1.2 MANAGING RESOURCES: FINANCE, PREMISES, EQUIPMENT**

### **UNIT 1.3 MANAGING A STAFF TEAM**

### **UNIT 1.4 OUTREACH AND PUBLICITY**

### **UNIT 1.7 MONITORING & EVALUATING THE SERVICE**

These generic management units will be completed when Training Agency work (now TEED) on the competences of management is finished.

### **UNIT 1.5 ESTABLISH AND MAINTAIN A LOCAL EDUCATIONAL GUIDANCE NETWORK WITH OTHER AGENCIES**

The aim of a local educational guidance network is to develop educational guidance services to clients through collaborative work with different agencies concerned with adult learners.

General notes for assessment for this unit:

A local educational guidance network has several functions:

- to develop members' awareness of and skills in educational guidance practice and undertake research
- to provide mutual support and gain resources for the development of educational guidance
- to improve access to educational guidance, reach new client groups and improve client referral procedures between agencies
- to increase members' awareness of learning opportunities, learner support systems and curriculum development processes
- to provide feedback on the requirements of adult learners and assist the development of learning opportunities (this function is dealt with in Unit 3.1).

The network will usually consist of a wide range of agencies including those providing educational guidance, such as educational guidance services for adults and the careers service, providers of learning opportunities, community organisations, libraries and advice agencies.

Networking is by definition a collaborative activity between agencies and this has implications for the assessment of the competence of an individual. It is assumed that the service employing the guidance worker will play a central role in the local educational guidance network, and that the elements of competence are achieved through collaboration with other agencies. Assessors will be looking for evidence of the guidance worker's initiatives and participation in network activities.

Assessment will need to take into account the context in which the individual guidance worker is seeking to make an impact, i.e. the resources and inter-relationships of agencies which can foster or discourage collaborative initiatives. Assessment will need to cover awareness of the issues as well as looking at the networking activity of the individual within the service (the 'workplace'). If the circumstances of the service do not provide the individual guidance worker with sufficient

evidence of competence, it will be necessary to devise hypothetical situations and assess through appropriate questioning.

### **1.5.1 Facilitate the development of educational guidance among network agencies**

- agencies which offer educational or other relevant information or guidance, or which are in touch with client groups, are identified
- contact with key workers in the relevant agencies is established
- network functions, procedures and activities are agreed by network members
- network members are given equal status and enabled to share the responsibility for planning and implementing network activities
- communication with network members is effective
- network members are given advice and practical support in the development of educational guidance

Notes for assessment:

A distinction is made between the functions, procedures and activities of the network. Functions are described in the assessment guidelines at the beginning of this unit.

Procedures are systematic methods of carrying out the functions, in many cases common to all network members e.g. referral and evaluation procedures.

Network functions are also achieved through collaborative activities organised by network members, e.g. the guidance worker might be expected to participate in:

- staff development activities
- outreach guidance sessions using other agencies' premises
- guidance sessions with learning groups in other agencies
- exhibitions, open days, education/training fairs
- meetings and activities on issues of common interest

Effective communication is a key skill in networking. The guidance worker will need to show evidence of how this communication is conducted (face-to-face, by telephone, in writing), whether it is informal or formal (e.g. through regular mailings which would require an up-to-date mailing list) and how frequent the contact is (see also information exchange 1.5.4).

Assessors will look for evidence of how the guidance worker has facilitated network members to participate in the network on an equal basis, so that the network empowers members and is not dominated by any one agency.

The guidance worker will be expected to offer advice and support to network members. This may be informal or formal (e.g. a letter of support for a member agency). Educational Guidance workers may be expected to share their guidance expertise through staff development activities (see Unit 3.1.5).

### **1.5.2 Support network members to obtain adequate resources for the development of network functions**

- the network's aims and activities are publicised to maximise support for educational guidance among the relevant agencies, sponsors and client groups
- network members are encouraged and supported to allocate sufficient staff time to network activities
- effective strategies for obtaining and renewing resources for network activities are devised

Notes for assessment:

Strategies for obtaining resources will need to include the development of policy on educational guidance within member agencies, including education and training providers and local education authorities. Maintaining an effective network will also mean not being dependent on key individuals within member agencies.

### **1.5.3 Set up and maintain client referral procedures with other agencies**

- the aims of referral procedures are agreed with relevant agencies
- effective client referral procedures are established
- network contacts are used to extend service delivery and improve access to educational guidance for client groups

Notes for assessment:

The service here means the educational guidance service in which the guidance worker is employed.

Effective referral procedures will vary according to local circumstances and the nature of the agencies in the network. In general terms, clients should be able to receive guidance relevant to their requirements promptly and directly, i.e. without being passed through too many contacts initially. Procedures should also allow for clients to be referred for specialist guidance, and for efficient access to learning opportunities.

### **1.5.4 Disseminate information amongst the network members**

- the information requirements of the network members and their client groups are identified
- effective mechanisms for exchanging information among network members are established
- the information is presented in a form which client groups can understand and use
- network members are enabled to use the service information system
- client confidentiality is maintained

Notes for assessment:

Information which is disseminated through the network would include information about the client groups and services offered by member agencies and information about learning opportunities and developments relevant to the requirements of members' client groups. The information required by the clients of the educational guidance service itself is dealt with in Unit 1.6.

Mechanisms for exchanging information would include a directory of contacts, newsletters, information packs, meetings, workshops.

### **1.5.5 Evaluate the network functions**

- criteria for evaluating the effectiveness of the network functions are agreed with the relevant agencies
- procedures for monitoring the network functions are agreed and implemented
- research studies are carried out to provide evidence for evaluating the network functions
- client groups are given the opportunity to participate in the evaluation
- monitoring and evaluation findings are disseminated to member agencies

Notes for assessment:

The guidance worker would need to show awareness of existing criteria and use of procedures or, if these have not yet been developed, she or he would need to demonstrate awareness of possible criteria and procedures appropriate to the functions of the local network.

For example, in the case of referral procedures, criteria for effectiveness might include speed of response to the client's enquiry, directness of lines of referral, coverage of guidance available, contingency arrangements e.g. when key individuals are not available. The effectiveness of referral procedures might be monitored through client follow up, research studies, recording of difficulties encountered by member agencies, examples of good practice.

Disseminating information based on evaluation and monitoring procedures is important in opening up the activities of network agencies so that clients can make informed choices about guidance provision and learning opportunities.

## **UNIT 1.6 ESTABLISH AND MAINTAIN AN INFORMATION SYSTEM FOR EDUCATIONAL GUIDANCE**

**This unit covers the work of setting up and running a system supplying information for all activities within the educational guidance service.**

General notes for assessment for this unit:

The activity of providing information in the course of guidance work with individuals is covered in Unit 2.1.6.

Educational guidance services require systems capable of handling information for the purposes of:

- guidance work with individuals and groups
- feedback
- outreach and publicity
- referral of clients and other network functions
- service evaluation

The systems will usually cover:

- information on adult learning including learning opportunities and learner support systems, e.g.:
  - formal and informal post-school education and training provision (local, regional and national)
  - curriculum development and policy issues
  - learner support systems including finance, childcare, DSS and other regulations relevant to client groups (see 2.1.8 for a definition of learning and learner support)
  - accreditation of prior learning
  - educational guidance policy and practice (local, regional and national)
  - adult learning development and transitions
- information that is work related, e.g.
  - careers information relevant to adults
  - training routes and qualification systems

- labour market information, including skills gaps, local employers
- unemployment patterns locally and nationally
- information about the local area, e.g.:
  - socio-economic profile and potential client groups
  - organisations and agencies working in the local communities
  - local transport
- information on service use, e.g.:
  - client records
  - records of feedback, referral and other network functions, outreach and publicity, research and other aspects of service delivery

#### **1.6.1 Identify the information requirements of the educational guidance service**

- all the functions of the guidance service are analysed for information requirements
- the purposes and intended users of the information are specified
- parameters of the information required (i.e. scope and depth) are defined in relation to each function

Notes for assessment:

An example of defining parameters: decisions are made about the amount of detail required in information on learning opportunities at different levels, within different sectors of provision, and according to location.

#### **1.6.2 Design and install an information system capable of processing the information required**

- the information system enables efficient processing of information for all the service activities
- the technology used is appropriate to the service requirements and resources, and is capable of development and expansion
- the system links in with relevant local, regional and national databases
- databases and files are established to meet the service specifications for each category of information
- databases and files have adequate contents lists, indices and cross-references to facilitate information search
- the system is capable of storing qualitative factual information (e.g. clients' experiences of learning opportunities) as well as quantitative information
- the database and related system containing client records is designed to facilitate service feedback and evaluation functions
- the boundaries of confidentiality of client information are specified, and storage and use of the information conforms to statutory regulations
- the system is designed to enable clients to have easy access to reference materials and to provide materials for their own use

Notes for assessment:

Processing of information includes obtaining/updating, storing, retrieving.

Technology used: in their present form the competence statements for this unit do not exclude assessment of guidance workers who are working with paper-based rather than computerised

systems. However, in practice guidance staff with responsibility for information systems would require sufficient knowledge of computerised systems to evaluate their effectiveness, e.g. if the service is planning to install a computer.

Categories of information: learning opportunities, work-related, local area and service use, see above.

Qualitative factual information: e.g. clients' experiences of learning opportunities.

Client records systems can facilitate feedback and evaluation functions by having a code system for recording feedback issues, and by being capable of correlating different categories of information, e.g. patterns of demand related to locality of users.

### **1.6.3 Obtain information from external sources to meet the service requirements**

- sources and costs of the information required including existing databases are identified
- mapping of local learning opportunities is carried out to provide detailed information for guidance work
- an effective system of regular orders of information materials is established
- negotiations with education and training providers to supply adequate information about learning opportunities are positively conducted
- files are reviewed regularly to update information

### **1.6.4 Input, retrieve and present information required by the service**

- information received is classified to permit efficient filing
- files, databases, indices and directories are accurately amended to record new information, including information obtained in the course of guidance work from clients and agency staff
- storage of information intended for clients to keep is easily accessible
- information is retrieved promptly in response to the guidance requirements of the service
- information on learning opportunities is analysed to provide evidence of the quality of opportunities and feedback issues arising from this are recorded
- statistical information is analysed and reformulated for the purposes of feedback and service evaluation
- qualitative factual information is presented in an effective form
- research, collation and production of information sheets and information packs is carried out to service specifications
- material targeted at specific client groups is presented in a form which they can easily understand
- the presentation and display of information includes all client groups and effectively conveys the service aims in relation to equal opportunities
- guidance workers are informed concisely of new information relevant to their work
- staff and clients are assisted and trained to use the information system where appropriate

Notes for assessment:

Information for clients to keep: e.g. leaflets, prospectuses.

An effective form for presenting qualitative factual information (e.g. clients' experiences of learning opportunities): e.g. case studies.

Information sheets provide information on frequent enquiries, information packs are packaged information for use by local agencies.

Information targeted at specific groups would need to include information aimed at clients who are speakers of languages other than English and clients with basic reading skills.

#### **1.6.5 Monitor and evaluate the information system**

- the information system is reviewed at appropriate intervals in relation to changes in requirements of the service, developments in information technology and available resources
- evaluation is regularly obtained from system users
- gaps in information are identified and promptly acted on
- recommendations for improvements to the information system with relevant costings are effectively presented

Notes for assessment:

System users include staff and clients.

**Notes on generic management units still to be drafted (see the beginning of this Work Role)**

### **UNIT 1.1 POLICY AND PLANNING would include:**

- establishing the aims of the service and defining the intended outcomes of educational guidance
- formulating a policy statement for the operation of the service covering issues of access to opportunities and equity of outcomes in relation to the service and to the systems of education, training and employment; the policy statement would also need to cover the issue of impartiality of the guidance (i.e. in the client's interests rather than serving any particular provider or system of learning opportunities)
- identifying client groups and priorities for service delivery
- devising objectives which constitute a proactive strategy for service delivery (i.e. a strategy that fulfils the service aims, not simply responding to demand)
- planning the development of the service in the light of evaluation and research

### **UNIT 1.2 MANAGING RESOURCES: FINANCE, PREMISES, EQUIPMENT would include:**

- securing adequate finance (including staff resources) by negotiating with funding bodies, researching sources of funding and writing funding applications
- preparing a budget for the service
- maintaining financial systems
- obtaining a financial audit
- securing adequate premises
- providing a welcoming client-centred environment
- ensuring access for target groups including disabled
- maintaining the premises
- ensuring the environment meets health and safety requirements of staff and clients

- obtaining equipment and devising systems for maintenance and supply of equipment

### **UNIT 1.3 MANAGING A STAFF TEAM would include:**

- recruiting a staff team whose experience, knowledge and skills make it possible to provide an effective service to the client groups (including community language skills where appropriate)
- ensuring equal opportunities practice in recruitment (i.e. in advertising, interviewing, writing job descriptions and person specifications)
- providing staff development by enabling staff to identify their training needs and securing training and supervision internally/externally
- promoting good working relationships in the staff team
- negotiating equal opportunities procedures with staff (covering relations between staff, management, clients)
- setting up lines of communication and reporting within the staff team
- devising work schedules and allocating work between the staff team members
- setting up a system of cover for staff absences (illness, holidays, etc)
- agreeing a system of appraisal with staff and implementing it
- involving team members in policy and planning discussions
- processing matters concerning pay and conditions of service of the staff
- processing staff grievances

### **UNIT 1.4 OUTREACH AND PUBLICITY would include:**

- researching, identifying and targeting client groups (including primary clients i.e. adults seeking educational guidance, and secondary clients i.e. agencies and institutions requiring other services e.g. information about learning opportunities, staff development, feedback)
- identifying the expectations and requirements of client groups and agencies working with them
- devising and implementing an outreach strategy, including community development activities with relevant organisations working in the locality, designed to open up access to educational guidance and learning opportunities (i.e. long-term work with groups as well as outreach contacts, visits and sessions)
- providing information about the range of guidance services offered
- choosing appropriate media for publicity, producing effective publicity material, and setting up a system of dissemination
- establishing a system for evaluating the effectiveness of outreach and publicity strategies

The term 'outreach' is also used within educational guidance services to refer to networking activities (Unit 1.5) and educational guidance work with groups (Unit 2.1.11). We have avoided using the term 'marketing' because it carries a negative meaning within educational guidance practice which has resulted from educational guidance services being seen by education and training providers as a sales outlet for their provision.

### **UNIT 1.7 MONITORING AND EVALUATION would include:**

- devising procedures for monitoring all aspects of the service, including how the service is used, who uses it, how potential users are reached, targeting of the service, the guidance process and outcomes, services to other agencies, network operation, and the impact of feedback from the guidance process on learning structures and curricula

- analysing and presenting quantitative and qualitative information obtained from records of service delivery including client records, information from follow-up of clients and feedback records
- conducting surveys and research e.g. into client requirements and service delivery
- establishing procedures for processing complaints by clients
- devising procedures for evaluating the service through the setting of objectives and associated performance indicators, assessing achievement, identifying areas of strength and weakness including areas for development, and reviewing objectives
- conducting or facilitating reviews of the service
- making recommendations for policy and planning and reporting to the service management, funding bodies and network members
- making evaluation findings accessible to the public

## **WORK ROLE 2 TO DELIVER EDUCATIONAL GUIDANCE TO ADULTS**

Work Role 2 has one unit. The title of the work role is the same as the unit title.

### **UNIT 2.1 DELIVER EDUCATIONAL GUIDANCE TO ADULTS**

This unit deals with face-to-face educational guidance with individuals and groups.

General notes for assessment for this unit:

Although the focus of educational guidance is on learning, the outcomes for the client may include a wide range of skills, knowledge and actions. These are listed in the Report section 3.1.

The guidance process to which the competence statements in Unit 2.1 refer is complex (see the Model of the Process in the Report section 3.1). Although the elements of competence have been arranged in a rational order it should not be assumed that the process follows this sequence in every case, or that every individual will require assistance at all stages of the guidance process.

#### **2.1.1 Initiate the educational guidance process**

- the client is acknowledged promptly and treated positively
- the client has the opportunity to express his or her initial requirements
- the range of guidance provided by the guidance service is described
- communication of this information is appropriate to the client
- the guidance worker checks that this information is understood and repeats or rephrases as appropriate
- the client self-accesses information where appropriate
- the client is given concise information in relation to his or her requirements where these are straightforward
- an opportunity is arranged for the client to obtain further guidance within the service

Notes for assessment:

The guidance worker will need to demonstrate awareness that the client's presenting enquiry may conceal more complex issues. The guidance worker will need to react positively to the client by ensuring that the client feels his or her enquiry is taken seriously, and provide the client with the space to ask about what he or she does not know.

The guidance worker will need to be able to communicate effectively in different contexts, e.g. face-to-face, by telephone and in writing.

At the initial stage of the enquiry it may be possible to provide information in response to the enquiry if it is straightforward. However many enquiries are deceptively complex and it may not be possible to provide a concise answer at the point of enquiry. In this case the guidance worker may wish to offer the client the opportunity to pursue the enquiry e.g. through a personal interview or group session.

### **2.1.2 Make a positive contribution to equal opportunities policy and practice within the guidance service**

- awareness is demonstrated of the effect on client groups of inequalities and discrimination in education, training and employment and of legislation directed at preventing discrimination
- awareness is demonstrated of the aims of and position taken by the guidance service in relation to different political strategies for addressing inequality
- a contribution is made to the development of strategies to promote equal opportunities and equity of outcomes for clients through policy-making, staffing and service delivery
- concepts, language and images of materials used in guidance, including display materials, positively represent all client groups
- clients are respected and treated as individuals, and their requirements are identified without stereotyping
- barriers to access and other negative experiences of clients in education and training are identified and appropriate strategies adopted

Notes for assessment:

Guidance workers will need to demonstrate awareness of the effect of inequality and discrimination in education, training and employment in relation to:

- social variables among client groups including gender, social class, race, culture, language, age, physical and mental health and ability, sexuality
- groups whose status or circumstances affect their chances of taking up learning opportunities including unemployed and unwaged (e.g. parents), low paid workers, refugees and asylum seekers, ex-offenders, travellers

He or she would also need to demonstrate awareness of how stereotyping clients, e.g. by making assumptions about the requirements of individual clients on the basis of the factors outlined above, could reinforce the clients' previous negative experiences and prevent them from adequately using the guidance service.

Awareness is difficult to assess in action because there may not be examples of client interviews which provide the opportunity while the guidance worker is being observed. Other forms of assessment, such as taped interviews to widen the evidence and questioning, will therefore need to be considered.

Strategies for addressing inequality: e.g. targeting service delivery towards under-represented client groups.

Appropriate strategies for dealing with barriers to access: e.g. advocacy work to overcome barriers for individuals, feedback to relevant agencies to effect curriculum change.

### **2.1.3 Establish a contract for guidance with the client**

- the guidance process is explained concisely
- the process is related to the client's stated requirements
- the explanation covers impartiality of the guidance offered
- the explanation covers confidentiality of the client's information
- possible outcomes for the client are identified
- the responsibilities of both parties are identified
- the client is offered further opportunities to use the guidance service

Notes for assessment:

The activity of contracting takes place at different points in the guidance process, e.g. at the beginning and end of interviews, and the discussion may not explicitly refer to a 'contract'.

The guidance process is explained; the guidance worker here explains what the client may expect from the process of educational guidance. This is a more detailed explanation of process than in Unit 2.1.1 where the range of services is explained.

Further opportunities to use the guidance service: e.g. interviews, drop-in sessions, outreach sessions, group sessions.

### **2.1.4 Refer the client to another agency**

- the limits of the service in relation to the client's requirements are explained
- information on referral organisations and contacts is given to the client
- referral is agreed with the client
- directions to the contact point of the organisation are clearly given
- a referral form or letter is written where appropriate
- an appointment is arranged where appropriate
- outcomes of the referral are checked where appropriate

Notes for assessment:

Assessment would need to look at how the referral is made, e.g. how sensitively the guidance worker explains that the service cannot help the client.

### **2.1.5 Assist the client to identify his or her learning requirements and interests**

- the guidance worker uses appropriate active listening and intervention skills
- the client is enabled to examine past experience
- the client is enabled to draw conclusions by reviewing past achievements and present strengths, skills and interests
- the client is enabled to make prior learning explicit
- the client is enabled to provide evidence of prior and current learning
- the client is enabled to describe opportunities, resources and constraints in his or her present circumstances
- the client is enabled to express future aspirations
- the client is enabled to identify preferred learning styles
- the client is enabled to use or is referred to appropriate self-assessment techniques

- the guidance worker provides specific feedback to the client in relation to their self-assessment
- the guidance worker uses self-disclosure appropriately
- the guidance worker avoids imposing his or her own values on the client

Notes for assessment:

The development of a relationship between the guidance worker and the client is central to the effectiveness of guidance, requiring the guidance worker to employ the key qualities of empathy, respect/acceptance and congruence/sincerity. If this happens, the client will be enabled to focus on his or her own situation and take responsibility for his or her own development. The above performance criteria assume that the guidance worker is able to employ these qualities with clients, but it has not been possible to write performance criteria directly dealing with these qualities because of the difficulty of defining them in terms of observable behaviour. Clearly this is not satisfactory either to practitioners or in terms of conforming to assessment instruments preferred by NCVQ/TEED (see Appendix 2).

It will be necessary for assessors to reach agreement about their definitions of the above performance criteria, in order to avoid too much subjective variance. Assessment may need to include feedback from clients as well as audio/video tapes in addition to direct observation by the assessor. Ethical issues, e.g. co-operation of clients, and confidentiality of personal material will need to be addressed.

Assessment instruments will need to be capable of focussing on more than one performance criterion at the same time with the same material.

Active listening and intervention skills include

- non-verbal communication
- staying within the client's frame of reference initially
- paraphrasing facts and feelings
- open ended and probe questions
- perception checks
- summarising
- hypothetical questions
- managing silence
- encouraging clients to make their ideas and feelings specific
- control of time and ending in a sensitive way

The client's past experience would include educational, vocational and personal experience, and past achievements would include educational qualifications.

Evidence of prior and current learning: e.g. through use of a personal portfolio.

Preferred learning styles: this may be too complex to be retained as a performance criterion and may need to be expanded.

Self-assessment techniques: e.g. published texts and checklists, computer-aided guidance. This may also need to be expanded.

Guidance worker's feedback would include:

- reflecting back discrepancies between verbal and non-verbal communication
- challenging discrepancies between the client's self-perception and the guidance worker's perception of the client

- sharing interpretations of the client's situation/behaviour
- pointing out where the client may be avoiding an issue
- encouraging the client to own statements and actions

Self-disclosure: i.e. where the guidance worker relates his or her own experience to the client's situation. This may be helpful in certain circumstances, e.g. to reassure the client, or to point out a particular factor in the situation. There are dangers: the client may not feel listened to, and the guidance worker may over-identify if the client's situation is similar to his or her own, resulting in loss of empathy.

### **2.1.6 Provide information in response to the client's requirements**

- the client is enabled to self-access information where appropriate
- relevant information is efficiently retrieved from the service's information system (see Unit 1.6)
- information given to the client is accurate, and where memorised, is checked with the information system
- information is presented to the client effectively
- accurate financial calculations are made where appropriate
- information is provided to extend the options considered by the client
- information not readily available is obtained promptly
- the client's understanding is checked
- information requiring the client's own research is identified

Notes for assessment:

The guidance worker requires a broad knowledge and understanding of information about adult learning, work-related information, and information about the local area, i.e. a general understanding of the information required by the guidance service (see Unit 1.6) in order to be able to respond effectively to clients' requirements during guidance sessions in different contexts, e.g. at the home base, outreach sessions, groupwork.

Effective presentation of information: e.g. through

- rephrasing, interpreting
- explanation of technical terms
- supporting written/verbal information with summaries, checklists, flowcharts
- avoiding overload

### **2.1.7 Assist the client to make decisions in relation to his or her requirements**

- the client's usual patterns of decision-making are reviewed
- the client is enabled to review requirements and interests
- the client is enabled to review available options
- the client is prompted to widen the options outlined where appropriate
- the client is encouraged to express goals in specific terms
- the client is assisted to identify key factors influencing the selection of goals
- the client is assisted to select goals
- the client is assisted to evaluate the goals selected against requirements

Notes for assessment:

The client is assisted to widen options, e.g. where self-limitation occurs through lack of confidence.

A distinction is made between options, i.e. possible outcomes that may be chosen, and goals, which are positively chosen by the client.

We should not assume that the only outcome of educational guidance is take-up of educational or training opportunities. Clients' goals might include:

- learning opportunities
- qualifications
- occupational choices
- community/voluntary activities
- knowledge/skills to be obtained (including leisure skills, personal skills/qualities such as assertiveness, confidence)
- other priorities e.g. housing, finance, immigration status, family and other significant relationships

See also the list of possible outcomes of educational guidance in the Report section 3.1.

Key factors: e.g. interests, money, time, location, childcare.

The client is assisted to select goals, e.g. by:

- listing pros and cons of each option
- imagining themselves having achieved each goal and experiencing feelings resulting from it

### **2.1.8 Assist the client to prepare a plan of action**

- the client is assisted to list a range of strategies for implementing his or her goals
- the client is assisted to prepare short- and long-term strategies
- the client is assisted to identify resources, constraints and potential barriers to access
- the client is assisted to plan within a timescale that is realistic in relation to their resources and constraints and to external deadlines
- the client is assisted to prepare contingency plans where appropriate
- the client's requirements for further guidance, learning and learner support are identified

Notes for assessment:

Strategies might include:

- the client's researching information
- sampling/testing out interests
- applying for a learning opportunity
- arranging an advisory interview
- seeking funds for study
- negotiating concessionary fees
- making arrangements for childcare
- changing their work situation, etc

Learning support: i.e. support directed at the student's learning (e.g. study skills, language or numeracy support). Learner support: i.e. support for the student as a person (e.g. childcare,

finance, facilities for disabled students, specialist advice/support groups for different categories of students).

### **2.1.9 Assist the client to implement the plan and achieve his or her goals**

- the client is assisted to identify ways of maximising his or her own resources and support
- interviews for specialist guidance are arranged to meet the clients' requirements
- referral forms, letters and references are written concisely where appropriate
- the client is assisted in drafting application forms or letters in a way that encourages self-reliance
- the client is assisted to engage in self-advocacy to open up learning opportunities
- the client is assisted to review the guidance process to identify transferable skills

Notes for assessment:

The client is assisted to engage in self-advocacy, e.g. through rehearsal of negotiations.

Transferable skills: e.g. in self-assessment and decision making.

### **2.1.10 Act as an advocate on the client's behalf to overcome barriers which prevent access to opportunities**

- specific barriers which prevent the client's access to existing opportunities and which are capable of negotiation are identified
- a strategy for advocacy is clearly agreed with the client
- effective negotiations are conducted with appropriate academic or administrative staff in order to secure a positive outcome for the client
- the client is represented effectively at formal meetings where appropriate
- consultation with service staff is carried out where appropriate

Notes for assessment:

Formal meetings: e.g. grants appeals, equal opportunities casework.

### **2.1.11 Deliver educational guidance to adults in a group setting**

- existing groups requiring educational guidance are identified
- groups are established where appropriate through outreach/community development strategies
- the expectations and requirements of the group (and group organiser/sponsor where the group has been set up by another agency) are specified
- initial programme planning is carried out in accordance with the group's specifications
- the group is involved in negotiating the programme
- group members are enabled to increase confidence and more clearly define their individual skills, strengths and interests
- group members are assisted to make prior learning explicit
- group members are assisted to provide evidence of prior and current learning
- information is effectively presented to the group
- group members are enabled to become aware of different learning styles and to identify their individual requirements for learning support
- individuals are enabled to use the group to develop skills in co-guidance

- individuals are enabled to use the group to provide support in implementing their plans
- individuals are enabled to engage in self-advocacy
- empowerment of the group is facilitated by transferring responsibility for the group to the group

Notes for assessment:

Groupwork can be an effective means of delivering educational guidance especially where activities focus on themes of common interest or shared experiences, e.g. parenting, unemployment, redundancy, return to learning/work, entry to higher education.

Groupwork may simply mean a visit to an existing group to give information about the service, or it may involve delivering a substantial educational guidance programme, or providing a 'module' of educational guidance relevant to the group.

It is necessary to distinguish between groups which are established by the service for the primary purpose of educational guidance, which would require considerable community development skills (not fully covered here), from work with existing groups whose secondary purpose is educational guidance, e.g. mother and toddler groups, return to learning groups, work-based groups

The guidance worker will need to act as a facilitator in a context where group members can take on a guidance role for each other. In addition to the above performance criteria, the guidance worker will require generic groupwork/tutoring skills which have not been included in this study, including

- negotiating ground rules
- preparing learning materials
- tutoring styles and strategies
- facilitating communication and participation

In some cases groupwork may be used for learning support (see Unit 2.1.8) as well as guidance activities; competences for learning support activities are not included here.

Programme planning: this would need to be appropriate to the group membership (eg size of group, age range, gender, race, educational/vocational/personal background).

Evidence of prior learning: e.g. through the use of personal portfolios.

Information is presented to the group: in order to develop their understanding of available learning opportunities, training routes etc (see Unit 2.1.6).

Skills in co-guidance: e.g. in goal setting and action planning.

Support for implementing plans and self-advocacy: e.g. in preparation for interviews, help with applications, development of assertiveness and negotiating skills.

### **2.1.12 Facilitate the client's evaluation of the guidance received**

- the client is assisted to identify the actual outcomes of the guidance received
- the client is assisted to evaluate the actual outcomes in relation to his or her goals
- the client is assisted to identify how effective the guidance service has been in achieving his or her goals
- the client is provided with adequate means to give evaluation at appropriate points during and after the guidance process
- the evaluation is designed to provide information which the service can use for feedback

- the evaluation is recorded adequately for the purpose of service monitoring and feedback
- the client's further guidance requirements are identified and promptly acted upon

Notes for assessment:

The activity of evaluation should provide positive outcomes for the client as well as for the service, i.e. learning how to review and evaluate is part of the learning involved in the guidance process.

When considering the results of client evaluation, allowance should be made for factors which may influence the results either positively (e.g. the client's expectations of receiving help were so low that any kind of service is welcomed) or negatively (e.g. the guidance process uncovers barriers which prevent the client from achieving their aims).

Outcomes of the guidance: including what clients have learnt through the guidance process eg transferable skills (see Report section 3.1).

Evaluation should be designed so that clients can provide information which the service can use for feedback to other organisations concerned with adults' learning, e.g. the client's experience of barriers to access, appropriateness of education and training provision (see Unit 3.1).

### **2.1.13 Keep records of the guidance provided**

- essential information is obtained sensitively from the client
- client records are completed legibly and concisely with the client's agreement
- relevant information, e.g. notes, copies of letters, is included
- the records are accessible to the client
- the client's confidentiality is maintained

Notes for assessment:

Client records are required for the further guidance work with the client, for service monitoring and to provide information for feedback to organisations concerned with adults' learning. The information obtained from clients will differ across services, but may be expected to include:

- personal and background information about the client including area of residence, gender, age, ethnicity, language(s), employment status, childcare requirements, special educational needs (e.g. learning difficulty, disability), education/training experience and qualifications, employment experience and other relevant life experience
- the date and nature of the enquiry
- the client's aims, learning requirements and interests
- the options discussed and relevant factors e.g. finance
- details of referral
- action to be taken by the client and by the guidance service
- whether the enquiry is pending or complete
- unmet/inappropriately met requirements of the client and barriers to access experienced

See also Unit 1.6.2 which covers the design and operation of client records as part of the service information system (e.g. the use of a code system to collate information from client records for feedback and service evaluation).

### **2.1.14 Evaluate his or her own guidance work and identify ways to improve performance within the guidance team**

- adequate criteria for evaluation are identified
- performance is evaluated regularly in relation to the identified criteria
- a positive awareness of self in relation to clients and colleagues is developed
- relevant knowledge and understanding is developed (see Unit 1.6 for information requirements)
- specific training requirements are identified
- positive contributions are made to the development of policy and practice

Notes for assessment:

Developing self-awareness involves guidance workers in being able to reflect on their own life experience and guidance practice in order to become aware of:

- their own aims, anxieties and expectations in the role of guidance worker
- their own attitudes and prejudices which may affect the assessment of clients
- their own values in relation to others from different cultures or class backgrounds
- their own limitations through lack or similarity of experience when working with particular clients
- their own learning development and preferred learning styles
- boundaries between the guidance worker and clients
- contextual issues; the impact of social/economic/political factors on the work.

Guidance workers will also be able to reflect critically on the organisation and its performance as a whole, as well as their own role in it.

Criteria for evaluation: including criteria describing success in outcomes for the clients, time management and prioritising work.

Evaluation of performance: e.g. through supervision and case discussions (using peer groups, external supervisors).

Development of positive awareness of self: e.g. by constructively challenging stereotypical assumptions in self and others.

Contributions to policy and practice: including inter-personal relationships and equal opportunities (see Unit 2.1.2), within the service.

## **WORK ROLE 3 TO PROVIDE FEEDBACK ON CLIENTS' REQUIREMENTS TO AGENCIES CONCERNED WITH ADULTS' LEARNING**

Work Role 3 contains one unit, and the work role and unit titles are the same.

### **UNIT 1 PROVIDE FEEDBACK ON CLIENTS' REQUIREMENTS TO AGENCIES CONCERNED WITH ADULTS' LEARNING**

This unit describes the activity of feedback, where information and learning obtained through guidance work with individuals and groups is used to influence the development of learning opportunities.

General notes for assessment for this unit:

The intention of feedback is to assist the development of opportunities which are accessible to adults, appropriate to their learning requirements, and which enable them to participate in decisions about their learning.

Feedback involves:

- gathering information about unmet and inappropriately met requirements of adult learners and the barriers to access which deter them from taking up learning opportunities
- communicating this information to education and training providers, local authorities and other relevant agencies
- supporting and initiating the development of learning opportunities which meet the requirements of adult learners

A number of services offered by the organisation are included under the heading feedback (see Unit 3.1.1). The guidance worker can be expected to uncover a wide range of issues in the course of the guidance work (see Unit 3.1.2) which will require feedback links with a number of different agencies including:

- providers of learning opportunities in all sectors
- other guidance agencies
- local authorities
- networks linking organisations, e.g. open college networks
- training and enterprise councils
- regional advisory councils
- professional bodies
- awarding bodies
- higher education admissions systems
- central government agencies and departments

Feedback is a two-way process, and outcomes can only be achieved through collaboration. This means that there may be restrictions on what the individual guidance worker can do and therefore what she or he can be assessed on. If assessment cannot be carried out by direct observation, other means will need to be set up, e.g. role play, questioning.

### **3.1.1 Devise a strategy to feed back clients' requirements to agencies concerned with adults' learning**

- feedback activity is prioritised and time is made available in the overall strategic planning of the educational guidance service
- staff development requirements for feedback activities are identified and acted on
- relevant agencies are approached constructively and informed of the feedback services offered
- priorities for feedback are regularly identified
- the strategy allows for responding to requests for feedback without losing its priorities

Notes for assessment:

The development of a strategy for feedback is required in order to avoid the situation of feedback activity being pushed off the agenda by the level of demand for guidance to individuals and groups. The strategy needs to be proactive so that the service aims are achieved rather than simply responding to external demands for feedback.

Feedback services offered:

- information on patterns of demand and referral of clients

- information on unmet requirements (gaps in provision) and requirements that are inappropriately met (requiring modification of provision)
- information on barriers that deter adults from taking up learning opportunities
- information on how agencies are perceived by local adults
- guidance in preparation and dissemination of publicity materials
- expertise in educational guidance work with adults which can be used in staff development
- external support for curriculum development for adult learners and opportunities for collaborative work
- information on learning opportunities, learner support systems and contacts, locally and nationally
- contribution to public debates on issues relating to the education and training of adults

Priorities for feedback: key issues and target agencies.

### **3.1.2 Identify issues requiring feedback and obtain evidence for feedback**

- likely issues for feedback are anticipated
- client records, including follow-up of clients, are monitored for issues requiring feedback
- changes and developments in learning opportunities and learner support systems are monitored to assess the likely impact on clients' requirements
- statistical information is analysed to provide information adequate for effective feedback
- evidence from qualitative factual information obtained from clients is produced in a form which facilitates feedback

Notes for assessment:

The guidance worker will need to be able to feed back on a range of issues, including:

- the development of new education/training provision to meet clients' requirements
- the modification of existing provision to facilitate entry and successful outcomes
- the need to provide learning and learner support
- changes in regulations and procedures which deter adults from taking up opportunities
- reasons for students' dissatisfaction with or withdrawal from learning opportunities

The guidance worker will also need to be able to make contributions to debates on education and training for adults. Feedback issues may be anticipated on the basis of the guidance worker's existing knowledge, e.g. of the general requirements of client groups, available learning opportunities and barriers to access.

Statistical information for feedback: e.g. patterns of demand and referral, characteristics of users in relation to demand.

Qualitative information: an effective form e.g. case studies.

### **3.1.3 Establish a range of mechanisms for feedback to agencies**

- informal contacts with staff in relevant agencies are developed
- collaborative work with staff in relevant agencies is developed
- links with key individuals in relevant agencies are established
- formal mechanisms enabling effective inputs into the decision-making process of relevant agencies are negotiated
- contact is made with regional and national educational guidance networks for use as feedback mechanisms when appropriate

- **contact is established with other agencies to work together on feedback issues when appropriate**

Notes for assessment:

Developing informal contacts is important to establish a basis of trust and facilitate informal feedback. Similarly collaborative work with staff (see Unit 1.5.1 for examples) is useful in developing relationships which will encourage feedback. Key individuals can be effective in establishing formal mechanisms. However, it is through formal feedback mechanisms that the most effective impact of feedback will be gained.

Examples of formal feedback mechanisms:

- management/advisory committees of educational guidance services
- meetings with senior staff for the purpose of feedback
- inputs into committee structures in providers, local authorities etc, where policy and curriculum decision making occurs (eg through standing agenda items for feedback)
- key posts within relevant agencies with responsibility for receiving and acting on feedback, e.g. marketing posts
- local educational guidance networks
- open college networks

### **3.1.4 Feed back information on clients' requirements**

- **information on patterns of demand and referral is regularly provided to relevant agencies**
- **the intended outcomes of feedback on specific issues are clarified**
- **the response of the target agency is anticipated**
- **the chances of achieving the intended outcomes are maximised by selection of feedback mechanisms appropriate to the issue**
- **the feedback is timed to coincide with agencies' curriculum development cycles**
- **permission to use confidential information is obtained from clients where appropriate**
- **the feedback issue is communicated effectively**
- **where there is initial resistance to the issue on the part of the target agency, further strategies for feedback are devised and carried out**

Notes for assessment:

Feedback necessarily involves sensitive issues on occasions; this means that the guidance worker has to balance the immediate objective with the long-term strategy, and involves careful planning and political sophistication (i.e. an understanding of the power relationships within institutions). Assessment of such sophisticated activity will be very difficult and it may be necessary to assess competence in feedback activity at a more basic level.

Confidential information: e.g. in case studies which may lead to the identification of clients.

Effective communication of feedback issues: e.g. through

- distinguishing the feedback role from other activities offered by the service
- using appropriate media (verbal/written report, etc)
- making the feedback clear and specific so that appropriate action can be taken by the target agency
- providing quantifiable or other evidence where appropriate
- communicating the positive intention of the feedback

### **3.1.5 Respond to requests from agencies for advice about the development of learning opportunities and assistance with staff development**

- an effective response is made to requests from agencies for advice and assistance with the development of learning opportunities
- agencies are assisted to analyse their staff development requirements in areas where the expertise of the guidance service can make a contribution
- staff development programmes are planned in accordance with the agencies' specifications
- intended outcomes of staff development programmes are specified
- appropriate exercises and activities are designed and carried out to achieve the intended outcomes

Notes for assessment:

An effective response to requests for assistance with the development of learning opportunities: e.g. by:

- arranging meetings with staff
- providing information on the requirements of adult learners
- assessing development plans in relation to these requirements

The involvement of guidance staff in developing learning opportunities can occur in a number of ways depending on the circumstances of the guidance service. Close involvement may also raise the issue of the critical distance and impartiality of the guidance service. It may be necessary to separate this from the element on staff development in future revisions.

Expertise of the guidance service: e.g. reception of adult enquirers, educational guidance skills.

Carrying out staff development programmes involves groupwork and training skills; statements of competence in these skills are not stated here.

### **3.1.6 Evaluate the feedback activities of the guidance service**

- feedback activity is clearly distinguished from other guidance work
- adequate records of the feedback activity are maintained (see Unit 1.6.2)
- outcomes of the feedback activity are identified
- specific criteria for evaluation are used
- evaluation is sought from relevant agencies where appropriate
- the results of the evaluation are effectively incorporated into the service

Notes for assessment:

Successful outcomes of feedback would include changes in learning opportunities (including policy, curriculum, learner support), raising awareness of issues concerning adults' learning requirements and making further feedback possible. These outcomes are not easy to measure in many cases – change may be blocked through circumstances outside the control of the guidance service, or it may happen very gradually, and feedback from the service may be only one of many factors contributing to the change. It is therefore important to monitor feedback carefully and where possible to include evaluation from the agencies receiving the feedback to gauge their perception of the impact of the feedback.

Specific criteria for evaluating feedback: criteria would need to be identified for reviewing the whole feedback function of the service e.g.:

- have aims and priorities been set?

- has time been made available?
- have the target agencies been informed of the feedback services available?
- have mechanisms for feedback been established?
- are feedback issues identified and recorded through the guidance process?

Criteria would also need to be identified for the specific examples of feedback (if not in every case at least a representative sample), e.g.:

- were the aims clear and realistic?
- was the target agency approached in a way that would be perceived as positive?
- was the agency's response anticipated?
- were the mechanisms used appropriate?
- was the issue communicated in the most effective way?
- was the quality of information presented adequate?
- was the issue followed through?
- was the feedback activity adequately recorded?

Answering these questions should provide a basis for judging the reasons for the success or lack of success of the feedback.

Incorporating results of the feedback: e.g. strategies are revised, fresh priorities set, staff development requirements identified, further feedback activity undertaken.

## APPENDIX 2

# THE COMPETENCE WRITING MODEL

The overall aim of the process of competence writing is seen by TEED (*Development of Assessable Standards for National Certification TEED Guidance Notes*) as the development of standards based on the needs of employment, embodying the skills and knowledge, and the level of performance, relevant to the work activity. Standards development should be based on the concept of competence which is defined as:

'the ability to perform the activities within an occupation or function to the standards expected in employment'.

This is the wide concept which embodies the ability to transfer skills and knowledge to new situations within an occupational area. It encompasses organisation and planning of work, and coping with non-routine activities. It includes those qualities of personal effectiveness required in the workplace to deal with co-workers, managers and customers/clients. It is not confined to those aspects of competence that can easily be observed such as task skills. There are four interrelated components:

- task skills – for the performance of relevant tasks
- task management skills – for management of the group of tasks to achieve the overall job function
- contingency management skills – for responding to breakdowns in routines, procedures and sequences
- job/role environment skills – for responding to general aspects of the work role and environment, such as natural constraints and working relationships which might relate to the standards applied and work organisation

The focus should be on what is expected of an employee (i.e. the outcome) rather than on the learning process or knowledge that is necessary.

The process of defining competence is described as functional analysis and proceeds as follows:

- Determine the limitations of the occupational area.
- Describe the KEY PURPOSE of the occupational area.
- Then ask what needs to happen for this to be achieved (identify key WORK ROLES).
- The process is repeated until the functions being identified are at UNIT level (i.e. when the functions are carried out by an individual rather than a team). A unit of competence is also defined as being made up of a number of elements of competence which together warrant separate accreditation.
- The process is repeated again for each unit to identify key elements of competence. An element describes what can be done; an action, behaviour or outcome which a person should be able to demonstrate. Or an element may describe the knowledge or understanding which is essential if performance is to be sustained, or extended to new situations within the occupation.

An element is expressed in a short sentence consisting of a verb specifying an activity, the object of the activity and the conditions of the activity. The element should be:

- related to realistic workplace practice
- expressed as an outcome
- complementary to its performance criteria (not containing evaluative statements)
- comprehensible to trainees, supervisors, employers
- concerned with the ability to transfer and personal effectiveness as well as specific occupational skills

\* For each element of competence **PERFORMANCE CRITERIA** are derived. These are statements by which an assessor judges the evidence that an individual can perform the activity specified in an element of competence to the expected level of performance. They should consist of a short sentence containing a critical outcome and an evaluative statement.

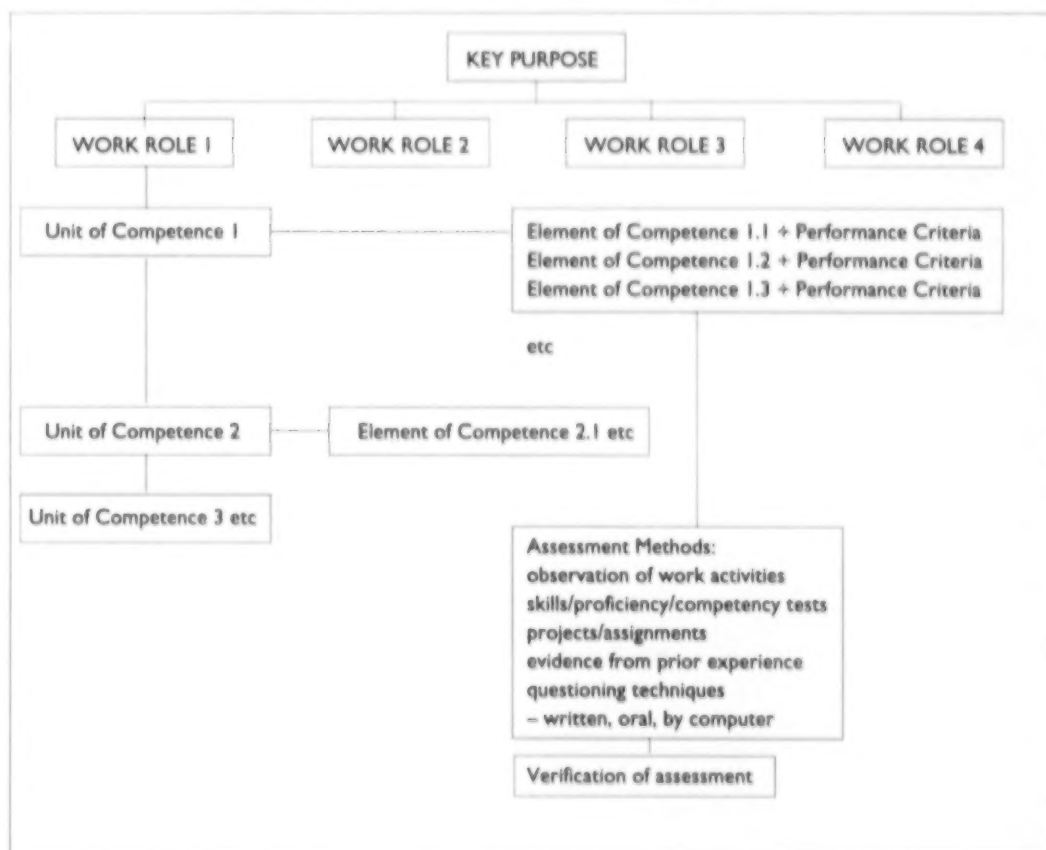
The functional analysis process is also dependent on the **ASSESSMENT METHODS** to be used. TEED Guidance Notes describe different assessment methods:

- direct observation of work activities
- skills/proficiency/competence tests
- projects/assignments
- evidence from prior experience
- questioning techniques (written, oral, by computer)

Only the first four methods can provide evidence of performance and so one of these methods must always be used in assessing any unit. All methods can provide evidence of knowledge and understanding.

The Guidance Notes also describe the process of **VERIFICATION** (monitoring) of assessment.

## MODEL OF COMPETENCE WRITING



## **APPENDIX 3**

# **NATIONAL COUNCIL FOR VOCATIONAL QUALIFICATIONS: NVQ LEVELS**

### **LEVEL 1**

Competence in the performance of work activities which are in the main routine and predictable or provide a broad foundation, primarily as a basis for progression.

### **LEVEL 2**

Competence in a broader and more demanding range of work activities involving greater individual responsibility and autonomy than at Level 1.

### **LEVEL 3**

Competence in skilled areas that involve performance of a broad range of work activities, including many that are complex and non-routine. In some areas, supervisory competence may be a requirement at this level.

### **LEVEL 4**

Competence in the performance of complex, technical, specialised and professional work activities, including those involving design, planning and problem-solving, with a significant degree of personal accountability. In many areas competence in supervision or management will be a requirement at this level.

### **HIGHER LEVEL (PROPOSED)**

Competence in the pursuit of a senior occupation or profession – as an employee or as a self-employed person – including the ability to apply a significant range of fundamental principles and techniques to diagnosis, planning and problem solving. Extensive knowledge and understanding will be required to underpin competence at this level, together with capability in management and supervision for executive and some professional fields.

Source: NCVQ Consultative Document: *Extension of the NVQ Framework above Level 4* (October, 1989)

# **APPENDIX 4**

## **MANAGEMENT OF THE PROJECT**

### **1. AIMS**

To attempt to define the competences in educational guidance for adults.

To explore the issues which are raised by this process.

### **2. METHOD**

#### **● Duration**

The project started in September 1989, and finished at the end of January 1990.

#### **● Staffing**

The project officer, Martin Oakeshott, worked for a total of 40 days within the overall five-month period, and in that time:

- reviewed the literature on competence writing (see References, Appendix B)
- sought advice on competence writing from the UDADE Development Officer on Assessment of Competence and a Senior Training Adviser from the Training Agency's Qualifications and Standards Branch
- reviewed work done by relevant professional groups identifying the skills and knowledge used in educational guidance work with adults, including training syllabuses
- prepared a draft list of competence statements (see Appendix 1)
- sought feedback on the draft from relevant professional groups. These included:

The Project Steering Committee

The National Educational Guidance Initiative's Training Advisory Panel

The National Association of Educational Guidance Services for Adults' Executive Committee and Training Group

The Institute of Careers Officers Adult Guidance Group

### **3. MANAGEMENT**

The Project Officer reported to a Project Manager (Ruth Hawthorn, Development Officer for the National Educational Guidance Initiative) and Project Director (Vivienne Ravis, Head of the Initiative), and to a Project Steering Committee. This Committee consisted of one member of:

The Further Education Unit (Martin Johnson)

The National Association of Educational Guidance Services for Adults (Paul Cave)

The Institute of Careers Officers (Andrew Freeman)

The Training Agency Qualifications and Standards Branch (Les Goodman)

DACA (Liz Stopani)

The Committee was attended by the UDACE Development Officer for Assessment of Competence (Sue Otter) in a consultancy capacity, and the Head of UDACE (Stephen McNair). The Project Director, Manager and Officer also attended. The Project Steering Committee reported to the National Educational Guidance Initiative's Steering Group, and through that to the Steering Committee of UDACE.

The Project Steering Committee met four times within the period of the project, and once more to consider the final report.

During the Project, contact was maintained with:

- the FEU project on Group Guidance
- the NIACE/REPLAN project on the Accreditation of Citizen's Advice Bureau Training
- the Standing Conference of Associations for Guidance in Educational Settings

#### **4. OUTCOMES**

- A draft list of competences in the educational guidance of adults which will:
  - provide a basis for accrediting such competences however they were acquired;
  - inform the development of flexible learning opportunities for educational guidance workers in a number of professional contexts.
- A short report outlining the work done during the project, and identifying the particular issues which are raised by writing competence statements in this field.

## **APPENDIX 5**

# **NATIONAL ASSOCIATION OF EDUCATIONAL GUIDANCE SERVICES**

## **A CODE OF PRACTICE FOR MEMBERS**

This code of practice is written for Educational Guidance Services for Adults (EGSAs). Individual Guidance Workers are expected to adhere to the good practice adopted within EGSAs. The Association recognises that Educational Guidance is offered by individuals within a variety of organisations from which adults seek help. This code of practice may be adapted to further the development of good practice in these settings.

As a starting point the Association has adopted a definition of Educational Guidance from *The Challenge of Change* (UDACE 1986).

'Educational Guidance. The process of helping a person to make effective choices about learning needs and ways of meeting them. This incorporates the "seven activities" (informing, advising, counselling, assessing, enabling, advocating and feeding back).'

Educational Guidance Services for Adults should:

1. Operate within a structure that provides management for and ensures broad accountability of the service.
2. Work within a policy of Equal Opportunities and follow this with regard to its own staffing and professional practice, promoting equality of opportunity in education, training and employment for clients.
3. Prioritise factors such as previous educational experience, economic and social status, gender, race or disability when prioritising work with clients.
4. Demonstrate a commitment to working within a network of agencies and organisations providing guidance, education, training and related services.
5. Establish structures to monitor and evaluate guidance work.
6. Be committed to staff development and in-service training relevant to the requirements of adult learners.
7. Enable the guidance requirements of individuals and groups to be identified and responded to appropriately.
8. Adopt a variety of methods of offering guidance, for example, outreach, home visits, working in community languages, groupwork.
9. Provide a service free of charge to the general public.
10. Make the following information known to potential users and network members: what the service provides, when it is available, how to have access to the service, whether the

service is targeted towards particular groups.

11. Create a framework whereby a structured relationship between worker and client can be established which enables the client to explore, identify and clarify their learning requirements within their life situation and make informed choices.

12. Respect the confidentiality of clients, clarify the confidentiality within the worker/client relationship and ensure that information is not passed outside the service without the client's consent.

13. Ensure that up to date comprehensive information about learning opportunities is available.

14. Offer guidance on an impartial basis so that users and members of the network can be assured that the service's independence is not compromised by an allegiance to any particular provider or funding body.

15. Contribute to the development of education, training and related services for adults.

16. Identify well-met and inappropriately met requirements of adult learners and develop mechanisms for feeding these back to providers.

14 March 1990

## **APPENDIX 6**

# **THE INSTITUTE OF CAREERS OFFICERS**

*POLICY PAPER NO: 47*

Date: SEPTEMBER 1989

### **SUBJECT: CAREERS AND EDUCATIONAL GUIDANCE FOR ADULTS**

#### **1. INTRODUCTION**

This Policy Paper replaces the previous Paper, number 36, issued in January, 1986.

It seeks to encourage the development of an LEA-based Careers and Educational Guidance Service. Within that it seeks to establish a clear and central role for the Careers Service.

#### **2. THE POLICY**

The Institute of Careers Officers will:

- 2.1 Initiate and support moves towards an all age Educational and Careers Guidance Service within an LEA, with a clear and central role for the Careers Service.
- 2.2 Seek to influence the provision of funding to allow developments in this area, from both Central Government and LEAs.
- 2.3 Advise and support Careers Services seeking to develop in areas of adult guidance.
- 2.4 Regularly survey the initiatives of Careers Services in relation to adult clients.
- 2.5 Publicise the role the Careers Service has to play in this area, in particular with policy makers.
- 2.6 Disseminate examples of good practice by Careers Services.
- 2.7 Initiate and support training in this area of work.
- 2.8 Involve itself in the development of appropriate training and qualifications for people working in the adult guidance field.
- 2.9 Direct and support the work of the ICO Adult Guidance Working Group.
- 2.10 Advise Careers Services on initiatives which have potential to support their role in this area, current examples are Training Access Points (TAPs), Training and Enterprise Councils (TECs) and Employment Training (ET).
- 2.11 Develop dialogue with Diploma in Careers Guidance Course Tutors to develop an adult guidance perspective on courses.
- 2.12 Publicise sources of funding to further develop adult services.
- 2.13 Contribute to the development of information materials with an adult perspective in ICO publications and from others e.g. COIC.

- 2.14 Develop good working relationships with other bodies and organisations working in this field, e.g. NAEGS, UDACE and the National Educational Guidance Initiative (NEGI).

### **3. BACKGROUND**

- 3.1 LEAs through Careers Services have a statutory duty under the Employment and Training Act 1973 to provide a service for some adults. They also have discretionary powers to provide services for other adults.
- 3.2 Some authorities have chosen to prioritise services to adults towards certain groups. These include those who traditionally have not benefited most from education and training including minority ethnic adults, long term unemployed, those with disabilities and women returners to work. Employers' needs are also met in encouraging a more skilled and adaptable workforce.
- 3.3 There is a clear need for a reliable and comprehensive source of information, advice and guidance, available to individuals, training providers and employers.
- 3.4 Any attempt to separate the need for educational guidance from vocational guidance is a mistake.
- 3.5 The demand of adults for guidance is considerable and growing fast. There is a clear correlation between take up of guidance and participation in education and training.
- 3.6 Guidance should be viewed as an integral part of the process of helping individuals to develop through education, training and employment. It recognises the right of all individuals to reach their full potential. This guidance should be open and accessible to all.
- 3.7 The Careers Service already holds a unique position in its ability both to relate individuals to the pattern of opportunities and to influence the provision itself.
- 3.8 The major constraint on developing this area is lack of resources.
- 3.9 Expenditure on educational and vocational guidance for adults is integral to the quality of an educational and training system. Investment in guidance can lead to a more effective use of the total resources devoted to adult learning.
- 3.10 The Careers Service is only one of many potential providers of advice and guidance to adults and should therefore seek to develop effective networks on a collaborative basis.
- 3.11 No single pattern of organisation will be appropriate for all areas.
- 3.12 The Careers Service has the skills and information base to develop adult guidance, and undertake a key role in any network.
- 3.13 Careers Officers are already by far the largest professional group primarily dealing with questions of vocational and educational choice in the United Kingdom. A recent Survey (October 1987) by the ICO confirms the great majority of Careers Services are offering both a guidance and information service to adults. Careers Officers who undertake this work are trained and qualified to do so.
- 3.14 The Careers Service is independent in matters of professional practice from any institution which provides education, training or employment, including the local authority as an employer.
- 3.15 Based with the LEA the Service is responsive to local needs and demands.
- 3.16 The Careers Service is capable to providing all the seven activities defined as guidance in *The Challenge of Change* report from UDACE. These are Informing, Advising, Counselling, Assessing, Enabling, Advocating and Feeding Back.

### **4. RESOLUTION PASSED AT ANNUAL GENERAL MEETING 19TH SEPTEMBER, 1988**

'In order to make available high quality assessment and guidance for Adults, the Institute strongly supports the involvement of the Careers Service in the Training Agency element of Employment Training.'

## **APPENDIX 7**

# **STANDING CONFERENCE OF ASSOCIATIONS FOR GUIDANCE IN EDUCATIONAL SETTINGS**

### **REVISED DISCUSSION PAPER**

#### **Guidance: Principles and Purposes**

SCAGES is a federation of Associations and national development agencies with an interest in guidance. The Associations operate in different contexts and have different, but sometimes overlapping, client groups: each offers a particular blend of personal, vocational and educational guidance to young people or adults, or to both. Some of the agencies in membership are concerned exclusively with guidance, whilst for others guidance forms one of a range of fields of work.

All agencies in membership of SCAGES subscribe to a number of fundamental principles about guidance and learners:

1. The aim of guidance is to enable learners to take full responsibility for their own decisions and the implementation of action arising from those decisions.
2. In all guidance activity the interests of the learner are paramount. The learner should understand, and, as far as possible, be in control of the processes.
3. Guidance is not concerned with selecting, recruiting or directing learners to meet the requirements of institutions, employers or others.
4. Final responsibility for decisions always rests with the learner.
5. Guidance is provided in confidence and information gleaned during the guidance process remains the property of the individual learner.

Guidance agencies work with individual learners, within the groups and social contexts in which those learners operate or with which they identify, and with institutions and agencies which provide and control learning and employment resources. In each case the role of guidance is to act as an agent of change.

Enabling learners to make effective decisions involves working with them to develop:

- their understanding of themselves, their environment and the choices open to them;
- their understanding of the implications of those choices for themselves and those around them;
- strategies for action resulting from the decisions made;
- the skills required in order to implement those strategies.

Guidance agencies also seek to bring about change through work with groups, by work in informal settings and by liaison with other agencies including:

- working with learners in groups as a preparation for, as well as an alternative to, individual guidance;

- creating partnership or networking relationships with other parties and agencies (such as parents, other professionals, other guidance agencies, community groups, employers);

Guidance agencies increasingly operate at the level of system change, by working through informal and formal structures to influence the providers and controllers of learning and employment resources. This may be achieved by:

- processes of curriculum development which are either integrated with the guidance process, as in school based guidance, or which are capable of responding to feedback from the guidance process with individuals and groups, as in guidance work with adults.
- the use of monitoring and evaluation of the guidance process for planning and management of provision (for example, by providing client group profiles and patterns of demand for certain types of learning provision or employment opportunities).

31 May 1990

# APPENDIX 8

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## FURTHER EDUCATION UNIT

### Objectives

The objectives for which the Further Education Unit (FEU) is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

- to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
- to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;
- to carry out studies in further education and to support investigations of, experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
- to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

### Address:

2 Orange Street, London, WC2H 7WE. Telephone: 071-321-0433  
Facsimile : 071-321-0528



## UNIT FOR THE DEVELOPMENT OF ADULT CONTINUING EDUCATION

UDACE is the Unit for the Development of Adult Continuing Education in England and Wales, created by the Secretary of State for Education and Science within the National Institute of Adult Continuing Education. It examines issues in education and training for adults, recommends strategies for development, and mounts projects to encourage development. The Unit's operation is built on collaboration with a wide range of agencies and individuals. It works principally through groups, including practitioners and others, who are brought together to share experience and ideas and develop common approaches and understanding of the issues. These groups prepare consultative and policy papers, and plan and supervise project work. The Unit's work is focused in three areas:

- accreditation and learning outcomes
- planning and management
- guidance and learner empowerment

As part of its work in the last of its areas, the Unit runs the National Education Guidance Initiative (NEGI) which provides advice and assistance to those developing educational guidance for adults.

### Address:

UDACE, 94b London Road, Leicester, LE2 0QS. Telephone: 0533 542645  
or  
NEGI, c/o YHAFHE, Bowling Green Terrace, Leeds LS11 9SX. Telephone: 0532 444414